DOCUMENT RESUME

ED 201 044 EA 013 471

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|---|---|
| AUTHOR | Banta, Trudy W.; Lawson, Sandra S. |
| TITLE | Evaluation of the Lenoir City (Tennessee) Schools Retirement Power in Education Project, 1979-1980. |
| INSTITUTION | Tennessee Univ., Knoxville. Bureau of Educational Research and Service. |
| PUB DATE | Sep 80 |
| NOTE | 212p.; Appendices may not reproduce clearly due to small print of original document. |
| AVAILABLE FROM | Bureau of Educational Research and Service, 2046 Terrace Ave., Knoxville, TN 37916 ($7.00). |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Control Groups; Elementary Education; Older Adults; Program Development; *Program Evaluation; *Reading Achievement; *Remedial Reading; Self Concept; *Tutorial Programs; *Volunteers |
| IDENTIFIERS | *Laubach Method; *Lenoir City Public Schools TN; *Retirement Power in Education Project |

ABSTRACT

In September 1978, the Lenoir City (Tennessee) school system initiated in two elementary schools a volunteer tutoring program called the Retirement Power in Education Project (RPIE). Fourteen volunteers, including twelve retirees, were trained to use Laubach reading materials in tutoring fourth and seventh graders. In evaluating the project one year after its inception, this report provides a general program and location description, a review of the literature on volunteer tutoring programs, a discussion of program objectives, and interpretation of the data. The findings indicate that the tutoring experience did not effect significant differences between tutored and nontutored students in reading achievement, absenteeism, attitude towards school, or grades. However, the one-to-one relationship with an adult role model was found to have a favorable impact on student self-concept, especially at the fourth-grade level. Recommendations include targeting the program to the lower grades, recruiting more volunteers, and developing closer coordination between teachers, administrators, and tutors. (Author/WD)

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# EVALUATION OF THE

# LENOIR CITY (TENNESSEE) SCHOOLS

# RETIREMENT POWER IN EDUCATION PROJECT

1979-1980

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ACKNOWLEDGEMENTS

The authors extend sincere thanks to Mr. Gerald Augustus, RPIE Project Director, for his support and cooperation throughout the evaluation. Mr. Augustus was always pleasant to work with, enthusiastic about his project, and helpful in arranging meetings and interviews with school personnel.

The authors also wish to express appreciation to the following persons without whose cooperation the information essential to evaluation of the volunteer tutoring project could not have been compiled:

- the principals, fourth grade students, and teachers of third and fourth graders at Nichols and West Hill Schools.
- the principal, seventh grade students, and teachers of seventh graders at Lenoir City Middle School.
- parents of tutored fourth and seventh graders.
- the volunteer reading tutors.

Mrs. Sue Carey of the Bureau of Educational Research and Service provided invaluable assistance in editing the manuscript. For the analysis of data the authors are indebted to Mr. Sheldon Clark and Mrs. Wilma Jozwiak.

The writers extend special thanks to Mrs. Emily Blake and Mrs. Patricia Keck for typing the final report.

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Knoxville, Tennessee
September 1980

# EVALUATION OF THE RETIREMENT POWER IN EDUCATION PROJECT

## SUMMARY AND RECOMMENDATIONS

### Summary

The needs assessment which led to the development of the Retirement Power in Education (RPIE) Project indicated that some of the students in the Lenoir City schools needed individual tutoring in reading and mathematics, and additional positive relationships with adults in order to increase their feelings of self-worth. The RPIE Project was proposed to bring retired persons from the Lenoir City area into the schools to provide tutoring and adult role models for these students.

The RPIE program was successful in that it provided fourteen students in grades four and seven in the Lenoir City schools with reading tutors; and at least at the fourth grade level, the tutored students, their parents, their teachers, and their principals perceived that the one-to-one relationship with an adult role model during seven months of tutoring had a favorable impact on student self-concept. In addition,

- All elementary school principals and two-thirds of the fourth grade teachers felt the tutoring program helped to build better relationships between school and community.
- A year of serving as a tutor in the schools did not diminish the volunteers' self-confidence, enjoyment of young people, enthusiasm for helping students, or their level of approval of the Lenoir City schools, their administrators and teachers.
- All volunteer tutors, all principals, and more than 80 percent of the teachers and parents touched by the RPIE program liked it well enough to recommend that it be continued during 1980-81.
- Seventy percent of the fourth grade students who were tutored during 1979-80 considered the experience sufficiently worthwhile to say that they would like to have a tutor again for 1980-81.
- Sixty percent of the persons who volunteered their services as tutors in 1979-80 believed strongly enough in the program to say they would tutor again in 1980-81.
- Several of the tutors said the year's experience had increased their own feelings of self-worth.

The RPIE program had its most positive impact at the fourth grade level. Only one-fourth of the seventh grade students who were tutored, compared with 90 percent of the fourth graders, agreed that "Having a tutor makes me feel important"; and not one of the seventh graders wanted to be tutored again during 1980-81.

Many more than fourteen students in the Lenoir City schools needed individual tutoring in reading, but the RPIE recruiting effort was not successful in producing more than fourteen volunteers. A number of students expressed a need for tutoring in math, but this was not provided. Teachers and principals were enthusiastic at the beginning of the school year about the idea of bringing volunteers into the schools to serve as resource persons--telling classes about their hobbies, their work, and other experiences. No program for utilizing resource persons was developed during 1979-80.

In general, the Laubach approach to the teaching of reading was viewed with favor by most tutors, students, parents, principals, and fourth grade teachers. However, the Laubach reading materials were too easy for most of the seventh graders, and for many of the fourth graders, who were tutored. One of the greatest needs expressed by tutors was for more assistance in selecting and obtaining supplemental reading materials.

Substantial majorities of tutored students, their parents, their teachers, and their principals believed that tutoring actually improved the students' reading skills. Unfortunately, the one objective measure of improvement in reading achievement which was available--pre- and post-tutoring California Achievement Test reading scores--did not support this belief. CAT Vocabulary, Comprehension, and Total Reading score gains for tutored students did not exceed gains for a nontutored comparison group when scores obtained in April 1979 were compared with those obtained in another administration of the CAT in April 1980. In Fall 1979 the self-report of tutored students concerning their reading for pleasure indicated that they did less of this kind of reading than their nontutored classmates. This difference was not altered by the tutoring experience.

While 90 percent of fourth graders and 72 percent of the parents of tutored students expressed the opinion that the tutoring experience had improved student performance in school subjects other than reading, the perceptions of most tutors and school professionals did not support such an opinion. When grades in two subjects other than reading were compared for tutored and nontutored comparison students at fourth and seventh grade levels, no significant differences were found.

Ninety percent of the fourth graders who were tutored, and 83 percent of the parents, expressed the feeling that having a tutor had made the child

"want to go to school every day." But few teachers and no principal could say that tutoring had improved attendance. When absenteeism for tutored students was compared with that of their peers in the nontutored comparison group, no difference was found.

Substantial majorities of all groups questioned--tutored students and their parents, tutors, teachers, and principals--expressed positive attitudes toward tutoring and toward the RPIE program and its leadership, and believed the project should be continued in the Lenoir City Schools. Nevertheless, there were strong indications that the overall effectiveness of the RPIE program could be improved if certain changes were made in its operation.

## Recommendations

The less than enthusiastic response of seventh graders to the tutoring experience suggests that the very limited number of volunteers that appears to be available in Lenoir City could be utilized more efficiently if concentrated at a grade level lower than seventh. Conversations with the Middle School faculty produced the suggestion that fifth graders rather than seventh graders be tutored at that school. If tutoring for seventh graders is continued, a much greater effort must be made to acquaint their teachers and their parents with the program.

Tutors, parents, and school staff believed strongly in the value of the RPIE program. Teachers and principals also believed that more volunteers could be recruited to meet the needs of Lenoir City schools students for tutoring in reading and math and for resource persons in the classrooms. The Project Director should capitalize on the enthusiasm of his professional colleagues: With a concentrated publicity effort in the schools every student, teacher, and administrator could be enlisted as a recruiter for the volunteer program. Persons of all ages should be encouraged to volunteer. Recruitment and training should produce resource persons for classes at every grade level and math tutors as well as reading tutors for as many children as possible.

Cross-age and same-age tutoring by students should be explored in order to increase the number of potential tutors for students needing assistance.

In general, teachers and principals wanted to know more about the tutoring process, and they were willing to assist in the RPIE program in

order to make it the best possible experience for their students. Teachers should be asked to review the Competencies for Tutors developed in 1979 to see if experience has proven their worth or instead has created a need for changes. Teachers and principals should be involved in planning and conducting the orientation and training of volunteers. If Laubach reading materials continue to be used, more teachers should be given released time to attend the Laubach training sessions so that they will understand the approach being used by reading tutors. Those school professionals who do not take part in training should be given an opportunity to increase their understanding of the program by observing a simulated tutoring session.

Teachers should meet with tutors before tutoring begins so that they can share with each tutor as much information as possible about the academic strengths and weaknesses, the attitudes and behavior, and the family background of the student to be tutored. Tutors and teachers should maintain open channels of communication; tutors should provide periodic reports to teachers about student progress during tutoring sessions, and teachers should provide periodic feedback for tutors regarding any student behavior or academic performance that appears to be related to tutoring.

Tutors, teachers, and administrators should meet informally at least twice during the year in a social situation--for lunch or for coffee after school--to exchange general information and to strengthen tutors' feelings that the tutoring effort is considered important and worthy of commendation by school personnel.

A one- or two-page newsletter containing contributions from tutors, teachers, and students should be produced and distributed on a regular monthly basis in order to increase communication between tutors and school personnel, and to provide timely information about coming events in the life of the program. Tutored students should be encouraged to share the newsletter with their parents.

A volunteer association should be initiated to promote camaraderie and mutual support among Lenoir City Schools volunteers.

Students and tutors should be asked periodically to use a brief printed form to evaluate the quality of the tutoring experience. Results of this assessment should be used to adjust the program to meet more effectively the needs expressed, including site for tutoring, teaching methodology, learning materials, and interpersonal relations. Additional training for

tutors should be conducted throughout the school year as needs arise.

Each tutor should send a letter to the tutored student's parent(s) prior to, or just following, the first tutoring session. The letter should explain what will be done in tutoring sessions and express the tutor's interest in talking with the parent about the student. Parents who do not respond to the initial letter should not be badgered, but they should continue to receive information about the tutoring program via the project newsletter, and perhaps via quarterly or semi-annual letters from the tutor concerning student progress.

A measure of student self-concept such as the Tennessee Self-Concept Scale should be administered to tutored students and to a nontutored comparison group prior to, and following, the year's tutoring experience. Tutors, teachers, and principals expressed the belief that improvement in student self-concept was the most important outcome of the 1979-80 tutoring effort. However, tutored students' feelings about self as measured by their responses on the Student Opinionaire for fourth and seventh graders did not improve between September 1979 and May 1980, and no additional evidence was available to support or refute the belief that the RPIE tutoring program had improved student self-concept.

CONTENTS


| | Page |
|---|---|
| ACKNOWLEDGEMENTS | iii |
| SUMMARY AND RECOMMENDATIONS | v |
| Summary | v |
| Recommendations | vii |
| CONTENTS | xi |
| LIST OF FIGURES AND TABLES | xv |
| GENERAL PROGRAM DESCRIPTION AND SETTING FOR THE RPIE PROJECT | 1 |
| Introduction | 1 |
| First Project Year: 1978-79 | 2 |
| Second Project Year: 1979-80 | 2 |
| Program Structure | 2 |
| Orientation and Training | 3 |
| Program Operation | 4 |
| The Setting for the Program | 4 |
| The Community | 4 |
| Physical Facilities at the Three RPIE Schools | 6 |
| Some Characteristics of Teachers and Administrators at RPIE Schools | 7 |
| Organization of Instruction in the RPIE Schools | 8 |
| Students in the Lenoir City Schools | 9 |
| Reference | 10 |
| VOLUNTEER TUTORING PROGRAMS--A REVIEW OF LITERATURE | 11 |
| Introduction | 11 |
| Initiation | 11 |
| Recruitment | 12 |
| Training | 15 |

CONTENTS CONTINUED


| | Page |
|---|---|
| Maintenance | 19 |
| Evaluation | 21 |
| References | 24 |
| METHODOLOGY FOR THE RPIE PROJECT EVALUATION | 27 |
| RPIE Program Objectives | 27 |
| Development of Tutor Competencies | 29 |
| Evaluation Design | 30 |
| Collection of Baseline Data in Fall 1979 | 30 |
| Collection of Monitoring Information in December 1979 | 32 |
| Data Collection in Spring 1980 | 32 |
| Information for Project Director | 33 |
| Suggestions for Maintenance of the Volunteer Program | 36 |
| EVALUATION FINDINGS | 39 |
| Baseline Data Collected in Fall 1979 | 39 |
| Responses of Teachers and Administrators to Questions Concerning RPIE | 39 |
| Responses of Prospective Tutors to Items on the "Opinionaire for Volunteers - Fall 1979 | 44 |
| Responses to "Tutor Feelings About Competencies Following Training" | 48 |
| Student Responses to Items on the "Student Opinionaire" - Fall 1979 | 50 |
| Monitoring Information Collected in December 1979 | 56 |
| Interviews With Teachers | 56 |
| Interviews With Tutors | 58 |
| Interin Recommendations | 60 |
| Evaluative Data Collected in Spring 1980 | 61 |

CONTENTS CONTINUED

Page

Quantitative Indicators of Student Progress. . . . . 61

Responses of Tutors to Items on "Opinionaire for Volunteers" - Spring 1980. . . . . 64

Student Responses to Items on the "Student Opinionaire" - Spring 1980. . . . . 65

Principals' Assessment of RPIE Tutoring Experience . . . . . 73

Teachers' Assessment of RPIE Tutoring Experience . . . . . 80

Interviews with Principals and Teachers. . . . . 96

Tutors' Assessment of RPIE Tutoring Experience . . . . . 98

Interviews with Tutors . . . . . 111

Student Assessment of RPIE Tutoring Experience . . . . . 113

Parents' Assessment of RPIE Tutoring Experience. . . . . 120

Reference. . . . . 129

INTERPRETATION OF DATA . . . . . 131

Quantitative Indicators of Student Progress. . . . . 131

Tutor Opinionaire Responses. . . . . 131

Student Opinionaire Responses. . . . . 132

Assessment of RPIE Tutoring Experience . . . . . 132

Staff Familiarity with RPIE Program. . . . . 133

Parent Familiarity with RPIE Program . . . . . 133

Perceptions of Tutor Training and Competence . . . . . 134

Site for Tutoring. . . . . 134

Details of the Tutoring Experience . . . . . 135

Overall Assessment of the Tutoring Program . . . . . 142

Interviews with Tutors, Teachers and Principals. . . . . 149

Tutor Interviews . . . . . 149

Teacher-Principal Interviews . . . . . 150

CONTENTS CONTINUED


| | Page |
|---|---|
| RESULTS OF EVALUATION BASED ON RPIE PROGRAM OBJECTIVES. . . . . | 151 |
| Process Evaluation. . . . . | 151 |
| Program Objective 1 . . . . . | 151 |
| Program Objective 2 . . . . . | 151 |
| Program Objective 3 . . . . . | 152 |
| Program Objective 4 . . . . . | 153 |
| Program Objective 5 . . . . . | 153 |
| Program Objective 6 . . . . . | 154 |
| Program Objective 7 . . . . . | 154 |
| Program Objective 8 . . . . . | 154 |
| Program Objective 9 . . . . . | 155 |
| Program Objective 10. . . . . | 155 |
| Program Objective 11. . . . . | 155 |
| Program Objective 12. . . . . | 155 |
| Program Objective 13. . . . . | 155 |
| Program Objective 14. . . . . | 156 |
| Program Objective 15. . . . . | 156 |
| Summative Evaluation. . . . . | 156 |
| Program Objective 16. . . . . | 157 |
| Program Objective 17. . . . . | 158 |
| Program Objective 18. . . . . | 159 |
| APPENDIX A. . . . . | 161 |
| APPENDIX B. . . . . | 167 |
| APPENDIX C. . . . . | 175 |
| APPENDIX D. . . . . | 179 |
| APPENDIX E. . . . . | 205 |

# LIST OF FIGURES AND TABLES

Page

FORM 12/TUTOR ASSESSMENT OF TUTORING SESSION. . . . . 37

FIGURE 1. RESPONSE PERCENTAGES FOR "QUESTIONS FOR ADMINISTRATORS CONCERNING THE RPIE PROJECT". . . . . 40

FIGURE 2. RESPONSE PERCENTAGES FOR "QUESTIONS FOR TEACHERS CONCERNING THE RPIE PROJECT". . . . . 41

TABLE 1. PERCENTAGES OF RPIE TUTORS RESPONDING IN VARIOUS CATEGORIES TO ITEMS IN "TUTOR FEELINGS ABOUT COMPETENCIES FOLLOWING TRAINING". 48

TABLE 2. PERCENTAGES OF TUTORED, NONTUTORED COMPARISON, AND OTHER NONTUTORED 4TH AND 7TH GRADERS RESPONDING IN VARIOUS CATEGORIES TO "STUDENT OPINIONAIRE" ITEMS FALL 1979 . . . . . 52

TABLE 3. COMPARISON OF MEAN SCORES OF TUTORED, NONTUTORED COMPARISON AND ALL OTHER NONTUTORED STUDENTS TO ITEMS ON THE STUDENT OPINIONAIRE . . . . . 53

TABLE 4. COMPARISON OF MEAN SCORES OF FOURTH AND SEVENTH GRADE STUDENTS. . . . . 55

TABLE 5. MEAN VOCABULARY, COMPREHENSION, AND TOTAL READING GRADE-EQUIVALENT SCORES ON THE CALIFORNIA ACHIEVEMENT TEST FOR TUTORED AND NONTUTORED COMPARISON FOURTH AND SEVENTH GRADERS 1979 VS. 1980. . . 62

TABLE 6. COMPARISON OF MEAN GAINS (OR LOSSES) IN VOCABULARY, COMPREHENSION, AND TOTAL READING SCORES ON THE CALIFORNIA ACHIEVEMENT TEST FOR TUTORED AND NONTUTORED COMPARISON FOURTH AND SEVENTH GRADERS 1979 VS. 1980 . . . . . 62

TABLE 7. PERCENTAGES OF VOLUNTEER TUTORS RESPONDING IN VARIOUS CATEGORIES TO ITEMS ON THE OPINIONAIRE FOR VOLUNTEERS SPRING 1980 . 66

TABLE 8. PERCENTAGES OF TUTORED, NONTUTORED COMPARISON, AND OTHER NONTUTORED 4TH AND 7TH GRADERS RESPONDING IN VARIOUS CATEGORIES TO STUDENT OPINIONAIRE ITEMS SPRING 1980 . . . . . 68

TABLE 9. PERCENTAGE OF FOURTH AND SEVENTH GRADERS RESPONDING IN VARIOUS CATEGORIES TO STUDENT OPINIONAIRE ITEMS SPRING 1980. . . . 70

TABLE 10. COMPARISON OF MEAN SCORES OF FOURTH AND SEVENTH GRADE STUDENTS SPRING 1980 . . . . . 71

TABLE 11. COMPARISON OF MEAN SCORES OF STUDENTS' RESPONSES TO ITEMS ON THE STUDENT OPINIONAIRE BY SCHOOL ATTENDED SPRING 1980. . . . . 72

# CHAPTER I.

## GENERAL PROGRAM DESCRIPTION AND SETTING FOR THE RPIE PROJECT

### Introduction

In September 1978 the Lenoir City (Tennessee) school system initiated a volunteer tutoring program called the Retirement Power in Education Project (RPIE). The program originally was proposed for all four of the schools in the Lenoir City system, but it actually began in two elementary schools and the middle school.

Lenoir City teachers had indicated in a survey administered in Fall 1977 a need for more one-on-one tutorial experience for students in reading and in mathematics. At first parents were considered as potential volunteers to provide tutoring assistance, but a survey of parents conducted in the same year indicated that few parents were available for volunteer work. Fifty-six percent of the students whose parents responded came from families in which both parents were working, and seven percent of the students came from one-parent families. A third survey indicated that 11.7 percent of Lenoir City's residents were 65 years of age or older and that these individuals had more free time than did parents. It was hoped that members of the 65-or-older group would volunteer as tutors for students in the Lenoir City Schools.

The project derived its name from the fact that the initial RPIE Project proposal in 1978 specified that retired and semi-retired persons would be asked to serve (1) as volunteer tutors for individual students, and (2) as sources of enrichment experiences designed to supplement and/or expand the curriculum. An insufficient number of retired and semi-retired persons to meet student needs for tutoring brought about a project amendment for the 1979-80 school year. The amendment specified the utilization of volunteers of all ages in order to expand the potential resources. In addition, the program was limited to tutoring in reading alone rather than reading and math, as originally proposed. The criteria for volunteer selection were: ability to meet minimal education requirements and willingness to work with a student.

## First Project Year: 1978-79

Between September 1978 and June 1979, the first project year, plans were made for implementing the RPIE Project. RPIE staff, including the Project Director and an assistant, developed goals and objectives, reviewed materials, and identified potential volunteers and students to be tutored. Teachers were surveyed through questionnaires and interviews to determine their desire to work with and/or train volunteer tutors.

The initial RPIE proposal specified that the staff would select students in grades three, four, six, seven, nine, and ten, according to their needs in reading, mathematics, and self-concept. To assess student needs, surveys were administered to teachers, parents, and students. In addition, results from the following standardized tests were to be analyzed:

The California Test of Basic Skills
The Gates-MacGinitie Reading Test
The Key Math Test
The Piers-Harris Children's Self-Concept Scale
The Tennessee Self-Concept Scale

All students were to complete the first three tests; students in grades three, four, six and seven were to complete the Piers-Harris Children's Self-Concept Scale; and students in grades nine and ten were to complete The Tennessee Self-Concept Scale.

## Second Project Year: 1979-80

### Program Structure

When the program was actually put into effect in September 1979, ten fourth graders and five seventh graders were selected to receive tutoring in reading. The students were referred by teachers and parents and/or volunteered for tutoring assistance. Students were not selected from the other four grades initially proposed because only fifteen persons volunteered to work as reading tutors and this number was insufficient to serve all students at all grade levels who wanted and needed tutoring. Fourth and seventh graders were chosen because they had originally been surveyed and were representative of grades from the elementary and middle schools. Grades 9-12 were omitted primarily because the volunteers who were selected lacked interest in tutoring high school students.

Although the proposal initially specified utilizing tutors to provide assistance with reading, mathematics, and self-concept, tutors were utilized in reading only. It was hoped that student self-concept would be improved by interaction with the tutors. Mathematics was eliminated because tutors indicated they were not as proficient in teaching math as in teaching reading. Individual reading needs were determined by results on the California Achievement Test, not the tests proposed during the first project year.

The project proposal indicated three phases in which the students could interact with the volunteer tutors. Students could be a part of the class or group with which a volunteer was involved, i.e., interact with the volunteer resource person who would share with a class or group their hobbies, skills, and knowledge; they could work individually with a volunteer; or they could help volunteers increase their own sense of worth by participating in the program. A student could participate in one, all, or none of the phases. As the program evolved, only the second phase -- individual work with a tutor -- became a reality. Tutors had no interaction with classes of students, only with individuals.

The RPIE Project was designed as a pilot effort which, if successful, could be expanded to include enough volunteers to provide assistance to any student in grades K-12 who needed and wanted help.

The RPIE Project Director coordinated the volunteer program at the three Lenoir City schools. Initially, students were selected from six classrooms--two at Nichols Elementary, one at West Hill Elementary, and three at Lenoir City Middle School. The teachers of the tutored students were to be responsible for interacting with their students' volunteer tutors and reviewing instructional plans and student progress. In most cases only the Project Director interacted with volunteers; no structured opportunity was provided for teachers and volunteers to confer about student needs.

Orientation and Training

In August 1979 a one-day orientation session was conducted to present to all faculty and staff of the Lenoir City Schools a detailed explanation of the RPIE Project, to specify operational procedures, and to describe the volunteer tutors' roles.

In September 1979 the volunteer tutors participated in a ten-hour training session: four hours one day and three hours on each of two days. The training session oriented the tutors to the instructional techniques utilized in the Laubach Reading Method. The Laubach Method is a synthetic phonetic procedure, i.e., a memory-aid technique that uses pictures with superimposed letters to associate sound with sight. Progressing from the known to the unknown, the Laubach Method uses key words to illustrate each sound. The method also includes a review of previous material, writing practice, and homework. Instructors skilled in the Laubach Reading Method taught the volunteer tutors by demonstrating methods of presentation, administering activity sheets, answering questions and discussing personal experiences associated with use of the Laubach Method.

Program Operation

When the program got under way each volunteer tutored one student for one hour each week. Time blocks that were convenient for both teachers and volunteers were arranged. Volunteers used the Laubach Reading Method to facilitate individualized instruction. Supplemental materials such as books and activity sheets were utilized when deemed appropriate by the volunteer and/or Project Director.

Initially, newsletters reported the progress of the RPIE Project to teachers and volunteers.

A formal evaluation was conducted to assess program effectiveness via questionnaires and interviews for principals, teachers, volunteers, students, and their parents.

## The Setting for the Program

The Community

Lenoir City is a small industrial city located in East Tennessee on the west bank of the Tennessee River in Loudon County, the 39th most populous county in the state. Lenoir City was named for General William Lenoir who had been given the property on which the city was built in return for his services in the American Army during the American Revolution. In 1907 Lenoir City was incorporated and was given the power to create a school system.

Census data supplied by the Tennessee State Planning Office (TSPO) indicate that Lenoir City grew from a population of 5,324 in 1970 to 5,445 in 1979; it was estimated that the population would reach 5,846 during 1980 (Lenoir City Regional Planning Commission and TSPO, 1979). In 1977 Loudon County had a population of 26,900 and the labor force totaled 17,170. The unemployment rate was 8.5 percent; at the same time the unemployment rate for Tennessee was 6.3 percent.

According to a survey conducted by TVA Sales and Marketing Management the median family income in Loudon County increased from $12,906 in 1975 to $15,901 in 1977 (LCRPC and TSPO, 1979). The per capita income was $4,388 in 1975 and $5,406 in 1977. This increment in per capita income was attributed to an increase in the number of residents earning upper incomes ($15,000 or above) and a decrease in the number of residents earning lower incomes ($9,999 or below). Between 1975 and 1977 an increasing percentage of Lenoir City residents sought and obtained higher salaried positions in the surrounding cities of Knoxville, Oak Ridge, and Maryville-Alcoa. Although more families moved to Lenoir City to live, they did not earn their livelihood in Lenoir City.

The 1970 U.S. Census Report contained the information that 2,089 Lenoir City residents were employed in the following areas:

Manufacturing - 829 employees
Truck services and finance - 814 employees
Construction - 160 employees
Agriculture - 17 employees
All other - 269 employees

The large number of residents commuting to Knoxville, Oak Ridge, and Maryville-Alcoa gave Lenoir City the designation of residential community. These three cities are equidistance from Lenoir City, approximately 25 miles, and principally provide employment in:

Professional and technical work
Construction and mechanical work
Operatives - transportation and other equipment
Clerical work

Although current statistics for the number of workers who commute from Lenoir City could not be obtained, the 1970 U.S. Census Report indicated that 30

percent of workers who lived in Loudon County commuted to surrounding areas. Of the 9,457 workers who resided in Loudon County in 1970, 313 commuted to Maryville-Alcoa, 750 to Knoxville, 755 to Oak Ridge, and 243 to Monroe County.

In 1979 30 percent (1,634) of Lenoir City residents were seventeen years of age or younger, 55 percent (2,994) were 18 to 61 years old, 15 percent (817) were 62 or older, and the median age was 31.5. The majority of residents were white (99.9%) and female (52%), and the median educational level was 8.9 years (LCRPC and TSPO, 1979).

## Physical Facilities at the Three RPIE Schools

Physical facilities at the three schools involved in the Retirement Power in Education Project were relatively old. The schools were located within a one and one-half-mile radius of each other.

The Lenoir City Middle School was constructed in 1908 and had additions in 1924, 1952, and 1953. The building capacity was 450 students and was considered adequate for the 418 students enrolled there during 1979-80. Due to outside space limitations, there was no playground. The city blocked off an adjacent street during school hours to provide a play area for students. The building housed a cafeteria, a library, a gymnasium, and an auditorium. Tutoring sessions were conducted in any available classroom or the cafeteria.

Nichols Elementary, constructed in the early 1920s with additions in 1924 and 1938, had a capacity of 480 students, which was adequate for the 419 students in attendance there during 1979-80. The playground was small and much of it was covered with asphalt. The building was generally in fair condition but reports indicated that a potential fire hazard was posed by inadequate wiring. Wooden floors helped to create a relatively high noise level. Nichols housed a library, auditorium, gymnasium, and cafeteria. Food was not prepared in the Nichols cafeteria; instead the food was prepared and brought from Lenoir City High School, one and one-half miles away. Since all classrooms were utilized by teachers and students, tutoring sessions were held in the attendance officer's room, the speech teacher's office, or the cafeteria.

West Hill Elementary was constructed by the Loudon County school system in 1950 and Lenoir City annexed the school and surrounding area in 1960. The estimated student capacity of West Hill was 131 and was termed adequate for its 115 students. West Hill had the largest playground of the three RPIE schools, and the building housed a library and a cafeteria, but no gymnasium or auditorium. The cafeteria was not utilized for food preparation; instead the food was prepared at the Lenoir City Middle School cafeteria and brought one and one-half miles to West Hill. Tutors had access to several available classrooms and a large resource room.

## Some Characteristics of Teachers and Administrators at RPIE Schools

The Lenoir City school system employed 101 educators during the school year 1979-80. The superintendent held an education specialist degree and the assistant superintendent a master's degree.

One of the three principals of schools involved in the RPIE Project was female. She was a teaching principal at West Hill Elementary and held a master's degree. The principal at Nichols Elementary had an education specialist degree, and the principal at Lenoir City Middle School held a master's degree.

In 1979-80 there were 22 teachers at the Lenoir City Middle School. Fifteen were female; all were white. The median number of years of teaching experience was 12.9. Eighteen held bachelor's degrees, four held master's degrees.

There were 21 teachers at Nichols Elementary in 1979-80. All were white; one was male. The median number of years of teaching experience was 10.7. Eighteen teachers held bachelor's degrees, two held master's degrees, and one was non-degreed.

The West Hill School faculty consisted of six teachers and one teaching principal. All were white females, and the median number of years of teacher experience was 8.9. Four held bachelor's degrees and two held master's degrees.

In October 1979 the Lenoir City school system ranked 71st of 147 state school systems for number of teachers having at least a bachelor's degree (98.99%), and ranked 33rd in the state for number of teachers with at least

a master's degree (36.3%). The Lenoir City system ranked 97th in estimated number of students per teacher (23.9%), and 31st in average annual salary.

A school nurse and a school psychologist served all schools in the system. The school psychologist worked four days per week and was employed by the Little Tennessee Valley Cooperative.

The Lenoir City school board was elected by the residents of the city. One position on the school board was a six-year term; the other three positions were two-year terms. The mayor served as chairperson of the five-member board. Lenoir City's founding fathers designated that the mayor serve as chairperson in order that this person might be the liaison between the school system and the community. During 1979-80 the mayor, a local attorney, was the only school board member employed in Lenoir City. Three of the members worked in Oak Ridge and one worked in Knoxville.

## Organization of Instruction in the RPIE Schools

Instructional organization plans at each of the three schools participating in the RPIE Project were provided by the Project Director.

Both elementary schools, West Hill and Nichols, housed students in grades K-4. All classrooms were self-contained with the exception of resource classes, special music, and reading. Nichols Elementary grouped students according to reading ability for daily instruction.

Both schools reserved blocks of time for language arts, including reading, writing, language, spelling, and phonetics, for instruction on a daily basis. Blocks of time for mathematics, science, health, and social studies were a part of each week's schedule. At least once a week each student received instruction in music and art. Physical education was a part of each day's schedule.

Students assisted by reading tutors (five students at West Hill and five at Nichols) met with their tutors on a weekly basis and were generally tutored during the time block scheduled for language arts.

Lenoir City Middle School contained grades 5-8. Fifth grade was divided into two groups and two teachers were scheduled to instruct each group. The two teachers assigned to a designated group did not team teach but exchanged students at the end of the morning teaching session.

All fifth graders received reading instruction from 8:15 to 9:15 a.m. daily. The students were grouped into four reading ability levels, and the Title I and resource teachers instructed the lowest level students.

Blocks of time were scheduled for daily instruction in language arts, including literature, grammar, and spelling. Mathematics, social studies, science, and music were also part of the daily schedule. Each middle school student had at least 45 minutes of instruction per week in art and music, and at least three weekly sessions of physical education.

Two of the fifth grade students who were tutored met with the volunteer reading tutor during their reading class, two met with their tutor during a study period, and one was tutored during a physical education class.

## Students in the Lenoir City Schcols

During the school year 1979-80 a total of 1,906 students attended the four schools that made up the Lenoir City system; 99 percent of the students were white and the remaining students were black. The number who attended each school is listed below:

Lenoir City High School (grades 9-12) - 954
Lenoir City Middle School (grades 5-8) - 418
Nichols Elementary (K-4) - 419
West Hill Elementary (K-4) -115

Two school systems served Loudon County: Lenoir City and Loudon County. Since Loudon County did not provide a high school for students who lived in the north end of the county, Lenoir City's Board of Education accepted the county students at Lenoir City High School. Some county parents also sent their children to Lenoir City's elementary and middle schools. During the 1976-77 school year, the latest for which figures were available, the following percentages of students attending Lenoir City schools were residents of the Loudon County school district:

Lenoir City High School - 69.1%
Lenoir City Middle School - 42.6%
Nichols Elementary - 48.1%
West Hill Elementary - 27.8%

Students were expected to attend school for 175 days between the months of September and June. Each school operated on a semester system, and summer classes were available to students at the high school level.

At the end of the 1978-79 school year, 89 students were retained: 43 at the high school, 3 at the middle school, 30 at Nichols Elementary, and 13 at West Hill Elementary.

The June 1979 high school graduating class consisted of 189 students. An estimated 92 students dropped out of grades 9-12 that year. Two eighth grade girls dropped out.

The following chart indicates the number of transfer students at each of the Lenoir City schools during the 1978-79 school year:

| | Transfer In | Out |
|---|---|---|
| West Hill and Nichols Elementary School | 55 | 59 |
| Lenoir City Middle School | 19 | 23 |
| Lenoir City High School | 29 | 31 |

Student average daily attendance for the 1979-80 school year was 91 percent at the two elementary schools, 93 percent at the middle school, and 89 percent at the high school.

Reference

Lenoir City Regional Planning Commission and the Tennessee State Planning Office. Selected Socio-Economic Characteristics and Land Use Data. Lenoir City, Tennessee, September 1979. 9 pp.

# CHAPTER II.

# VOLUNTEER TUTORING PROGRAMS--A REVIEW OF LITERATURE

## Introduction

A volunteer program can serve as a link between a school or school system and the local community. Continuing commitment of all persons associated with a program is essential for success. The program director, staff members, and volunteers, working as a team, are instrumental in the success of each of the five phases of the volunteer program: initiation, recruitment, training, maintenance, and evaluation. Some pertinent guidelines which have been successful in volunteer programs throughout the United States are given in the following review.

## Initiation

Initiation is an important phase of any volunteer program because the support of all school personnel--administrators, principals, and teachers--must be secured. Without such support a program may falter before it can become established. One means for obtaining the support of school personnel is to survey their perceptions of need for a volunteer program and to identify area(s) in which a program could be most useful. In the Minneapolis Public Schools (How to Initiate, 1971), for example, initial program promotion came from the superintendent in charge of elementary education who discussed with elementary school principals a plan to investigate community members' interest in becoming volunteers.

Teacher support must be secured early in the initiation phase. This should involve identification of teachers who are interested in working with a volunteer. Failure to make such identification can result in negative attitudes. For example, one Minneapolis school invited speakers from the community without surveying teachers to determine their interests. As a result of the apparent imposition, the teachers refused to use the speakers in their classrooms.

The School Volunteer Development Project (Jackson, 1974) in Miami, Florida, always surveys teachers before implementing a volunteer program in a school or system. If a teacher does not wish to work with a volunteer, care is taken not to place a volunteer in that teacher's classroom.

Initiation of a volunteer program must include an assessment of the community to identify individuals willing to donate some of their time in service to the schools. One method used by the Minneapolis Public Schools involved sending letters of explanation to area civic, service, and educational organizations. Also, questionnaires were mailed to parents in order to:

-alert parents to the program being initiated;

-recruit parents with backgrounds, skills, experiences, occupations, and hobbies who could make a worthwhile contribution in the areas of need identified by teachers; and

-provide an opportunity for these parents to suggest other community members who could contribute to the program.

Those individuals who responded to a letter or questionnaire were then mailed a letter briefly outlining the program and noting how an individual's competencies could be utilized.

If availability or potential usefulness of volunteers is not firmly established through surveys, other means of obtaining this information might be implemented. Nova University in Ft. Lauderdale, Florida, conducted a pilot test of the Student Volunteer Out-of-School Tutoring Service (Keen, 1973). This small-scale trial program evaluated ten volunteers in terms of time, energy, and results in order to determine the feasibility of establishing a full-fledged volunteer program.

An effective volunteer program requires sound management under a director who is responsible not only for initiating the program but also directs the following:

-supervising and training all staff and volunteers;

-linking the volunteer program with various schools;

-heading the recruitment effort; and

-attending to maintenance procedures.

Initiation, then, links the needs of school personnel with the availability of community members in order to establish program procedures. Needs assessments, interest surveys, and well-founded plans serve to support the next phase of the program -- recruitment.

## Recruitment

An intense recruiting effort is critical at the beginning of a volunteer program. Moreover, recruiting should continue throughout the

program in order to meet new needs and to compensate for attrition. Those involved in recruiting should be fully acquainted with both the school's needs and the requirements of the volunteers' roles.

Three principal types of recruitment are:

- -self-referral, in which the volunteer seeks out the project and thus does not have to be asked;
- -recruitment via media such as radio, television, and newspaper ads; and
- -recruitment via personal contact, which would include speeches, letters, and phone calls.

One recruiting procedure which is useful in determining volunteers' skills, interests, characteristics, and commitment to the program is the interview. An interviewer can present a brief overview of the program and clarify the responsibilities of volunteers to alleviate any false expectations or fears the volunteers may have. Once the volunteers have been selected, individual teachers and/or administrators may interview them individually or collectively to determine their tutoring activities, the age of student they would most like to tutor, the most convenient time schedule, and other information.

Recruitment may be conducted by the program director, principals, teachers, volunteers, or a combination of these individuals. In one volunteer program, principals were the most involved persons in the recruiting process, and teachers were the second most involved. In the Good Friends Volunteer Program, established in the Davidson County Metropolitan Public Schools (Hooper, 1976), students' parents were found to be the primary source of volunteers. In another program, volunteers themselves were instrumental in soliciting other volunteers.

Personal individual contact is a most successful recruiting technique. SVDP staff (Jackson, 1974) found particularly effective the verbal individual approach, i.e., direct person-to-person contact, which can include students recruiting students or parents recruiting parents. Pupils Advancing in Learning (Tennant, 1975), a parent involvement program developed in Adams County, Colorado, found that phone calls added a personal touch and were instrumental in increasing the number of volunteers in that program. PAL suggested using a "phone tree" in which one person calls five persons, each of these five calls five others, etc. The four techniques

which PAL used to involve parents were:

-planning good dissemination techniques;

-alleviating fears through social activities;

-letting the parents recruit parents; and

-training parents to serve as leaders.

Social gatherings and "fun" events are additional techniques that may be used to stimulate interest in the volunteer program. During social gatherings staff members can informally discuss program plans and activities.

Mass recruitment techniques may be used when many positions must be filled. One technique involves sending letters which describe the program and asking interested readers to respond by selecting job preferences from listed categories. Other techniques include community contact through radio, television, and newspaper articles; bulletins, display booths and/or posters in highly frequented public places; and talks to organizations such as retired persons' clubs, PTA, church groups, business clubs, and college classes.

The most successful recruiting efforts for Volunteers In Education (LeVine and Schmitz, 1973) conducted in the Kansas City School District were:

-talking to college professors, instructors and students and to organizations in the community;

-talking to PTA and parent groups; and

-stationing information and recruiting booths in public places.

People need to hear about a program from several different sources so that the idea can become internalized. PAL staff (Tennant, 1975) found that greater parent participation resulted from a combination of recruiting techniques such as the phone call, a letter, a talk at PTA, etc.

Special considerations need to be made when seeking volunteers and organizing the volunteer program. Usually more females than males are available as volunteers. The Canadian Education Association, in a summary of the use of auxiliary personnel in some Canadian school systems (Notes on the Use of Auxiliary Personnel, 1975), reported that one system had developed a community school program which included study and sports nights designed to increase the number of male volunteers. The key was

to appeal to the males' special talents and interests. Because many married women have occupations outside the home, volunteer programs must consider women's working hours when scheduling tutoring sessions.

Retired teachers are not the most receptive persons to volunteer their time, accoring to SVDP (Jackson, 1974). Most are more interested in spending time pursuing activities other than those characteristic of the classroom.

Peers can tutor before and/or after school hours and some junior and high schools create elective courses so that these volunteers can receive credit. A review of volunteer literature provides evidence of the effectiveness of peer group tutoring and cross-age tutoring for various age groups. However, much of the literature--The Volunteer Mother Program (Castellucci, 1976), the Good Friends Volunteer Program (Hooper, 1976), SVDP (Jackson, 1974), HOSTS (Gibbons, 1974)--supports the utilization of volunteers as long as they have a sincere desire to help, a cooperative attitude, are in good health, and are able to perform at a higher level than the student in the tutored area.

The Good Friends Volunteer Program (Hooper, 1976) has found that the special attention which the volunteer gives the student is as important as the tutoring in reading or math. Volunteers who can identify with the student's lifestyle, as well as those who can stimulate the student's interest as a result of having different cultural and educational experiences, can make important contributions to the student's growth. Some desirable traits of volunteers are: dependability, enthusiasm, accuracy, neatness, a positive attitude, a pleasant personality, and a willingness to serve. Mental ability in general, and educational level, seem to have little bearing on the volunteer's effectiveness.

The time period between recruitment and the next phase of a program--training--should be short. If volunteers are forced to wait several weeks or longer before going to work, they may lose interest in the program.

## Training

Providing training for volunteers gives them a greater feeling of security about their new roles and serves to stimulate a greater commitment to the program. Staff of the Volunteer Adult Basic Reading Tutorial Program (1974), a demonstration project established at 16 different sites, asked

volunteers to commit themselves to the program for one year and provided an 18-hour training session. They found that those volunteers who were least interested and least sincere in their commitment dropped out at the beginning of the program rather than in the middle.

Volunteers have certain rights and responsibilities and these should be verbally and nonverbally communicated to them during training and continually throughout the program. Volunteers' responsibilities include:

-to be dependable, loyal, willing to learn;

-to accept supervision;

-to maintain confidentiality;

-to attend regularly;

-to accept all school rules.

The rights of volunteers include:

-being treated as a co-worker;

-having a job description;

-being given a suitable assignment with consideration for personal time preferences, grade level, etc.;

-having initial and continuous training about the program and school;

-having opportunities to express their opinions and to submit their ideas;

-being recognized for their contributions.

Some potential volunteers may have unrealistic expectations, and many fear that they would not perform capably as tutors. An orientation session to explain the program and to define the volunteers' roles may help alleviate false expectations and fears of prospective volunteers. An interview also can be used at the beginning of training as a "get acquainted" technique. The orientation session and interview can be used individually or in combination as basic steps in presenting the purpose and functions of the program, clarifying the volunteers' responsibilities and roles, and encouraging them to discuss aspects of their personal selves. The orientation session, however, may have a broader purpose than the interview, e.g., that of providing volunteers with information about the students with whom they will work, acquainting them with the school's policies and procedures, and giving them a tour of the building.

Specific objectives taken from a needs assessment should be used to determine the training content. The Volunteer Adult Basic Reading Tutorial Program (1974) first determined the needs of the volunteers through a survey

and then incorporated these needs into the training process. Results of the survey indicated that volunteers needed:

-orientation in the chosen role;

-exploration of the commitment required;

-training sessions that were well-prepared;

-support through positive interactions with staff and volunteers; and

-expressions of appreciation and assurance that they were worthwhile.

Orientation sessions for faculty help acquaint them with responsibilities involved in using volunteers; however, only those teachers who request or want volunteers should have them placed in their classroom. SVDP (Jackson, 1974) places more emphasis on training teachers than on training volunteers. The SVDP trainers say that teachers are the ones who direct the activities and thus need the most training. The St. Paul Open School (1976), an independent school district in St. Paul, Minnesota, provided a workshop for teachers on the effective use of volunteers.

The attendance of administrators at training sessions, as well as their involvement in the recruiting process and recognition activities is stressed by SVDP staff. SVDP literature also notes that administrators need sufficient knowledge necessary to plan realistically for program implementation and to commit the staff and or community resources to that end.

Whereas orientation sessions help inform volunteers and teachers of their duties/responsibilities, actual training sessions give more detailed help. A series of workshops and/or inservice meetings can be conducted in order to:

-familiarize the volunteers and teachers with the program materials, methods, and techniques;

-initiate a scheduling and record-keeping process;

-focus on human relations skills;

-establish rapport with the teacher or other staff member who will act as supervisor;

-discuss problem areas and any other issues that may be deemed necessary.

The major objective of the training process should be the development of good human relations skills--skills which perpetuate the support group and team work. Also, according to an evaluation report conducted on volunteer programs in Ohio, emphasis of the program as a partnership of all

program participants usually produces success. Some techniques employed to promote human relations skills and to stimulate problem solving include brainstorming, role playing, and values clarification.

During the initial training process, the teacher and volunteer should work together to write lesson plans for each student--listing areas of deficiency and specifying methods and materials necessary to upgrade the student's skill level(s)--and to initiate a session information chart. The session information chart, used to record the student's activities and behavior and the volunteer's activities and feelings, is planned during the training session and used at the end of each tutoring period. Volunteers in Prince George's County Public Schools in Columbia, Maryland (Gold, 1976), completed a session information chart at the conclusion of each tutoring period with information such as:

-procedure and materials;
-students' reactions;
-evaluation of procedure and materials; and
-suggestions for further instruction.

The chart served as a direct line of communication between the volunteer and teacher.

During training some programs specify that the volunteer present a lesson to an entire group of students, usually after first observing a teacher's presentation. The teacher and/or trainer then discuss the strengths/weaknesses of the volunteer's presentation and/or student interaction. The volunteers may not need to understand the specific reading or math process, but they do need to be adept at following the directions indicated by the lesson plans.

The number of initial training sessions is contingent on the needs of those involved in the particular school and/or school system. The typical length, however, is usually one or two weeks with two- to three-hour training sessions each day. Schools that are using a large number of volunteers may need to schedule the same training session twice. Project Upswing (Evaluation of Project Upswing, 1972), a pilot study conducted in Denver, St. Louis, Oxford, MS, and San Francisco, included a two-week training session for two to three hours a day; each morning session was duplicated in the afternoon and volunteers came at the most convenient time.

Additional training sessions may be warranted throughout the year. The project director or supervisor, with the aid of the teachers' and volunteers'

reports, and conferences and student interactions, can determine the need for further instruction. The New York City School Volunteer Program (Hooper, 1972), which has served as a model for similar programs established in other cities as well as abroad, suggests that training be conducted monthly throughout the school year with continuous on-the-job training; however, unwarranted mandatory training sessions that are too frequent may be detrimental to the morale of the volunteers.

Trainers are usually those who are most available, such as the school staff and/or the program development team; however, some programs use specialists and consultants in the training process. Other programs use experienced volunteers to help train new and inexperienced volunteers. Staff assistance is very important, not only in training, but also in establishing and maintaining the program. It is not necessary that staff assistance be full time, but their availability is important, especially with on-the-job training. The trainers need to be sensitive to the concerns of both volunteers and teachers and to promote an openness to opportunities for personal growth. Much individual attention at this stage of program development is important in building volunteers' self-confidence and increasing their commitment.

Volunteers can be a valuable and low-cost supplement to the school and/or school system as long as they are well-trained and organized. A trend toward an increase in volunteer programs indicates that volunteers will be more in demand in the future.

## Maintenance

Guidance, support, and positive interactions are instrumental in maintaining the program that is in operation. Maintenance is crucial to any program, but especially so for the volunteer program in which volunteers are freely giving their time and attention for a sense of personal satisfaction. Any problems that arise need to be solved immediately to prevent volunteer dropouts and to ensure each student's progress.

Volunteer program literature stresses the importance of keeping morale high in order to maintain the climate that is conducive to a successful program. Keeping an open communication system, giving positive feedback, sharing through support groups such as a Volunteers' Club, showing appreciation with a "thank you" or an honorary plaque or dinner are collaborative

functions which promulgate enthusiasm. The SVDP (Jackson, 1974) maintains that enthusiasm shown by teachers and volunteers, and responses from students characterize a volunteer program's success. Volunteers express the satisfaction they feel by giving of themselves to a school; and students are usually anxious to thank those who have given time and attention to them.

Successful experiences are also important to maintenance of the volunteers' morale. An unsuccessful experience could lower the volunteers' self-esteem and commitment to the program. Guidance and support are essential.

Individual conferences between the teacher and volunteer, either before or after each tutoring session, lead to an exchange of ideas regarding each tutored student. This mode of interaction between the teacher and volunteer allows for identifying other instructional methods whenever one approach fails, for discussing attitudinal and behavioral concerns, and for reviewing the volunteer's weekly log. Paying attention to details can help increase those observed changes which may denote a need for inservice meetings and/or training sessions in which common problems, demonstrations, new materials, and experiences may be shared.

Interaction between the teacher and volunteer is very important because they work more closely with each other than with anyone else. The teacher should be sensitive to the needs of the volunteer and should also capitalize on the volunteer's strengths. The volunteer may have interests and special capabilities that are more appropriate for another area and/or grade; if so, it is advantageous to change the volunteer to that area. If frequent and/or irresolvable clashes occur between the teacher and volunteer, then the supervisor or program director may need to place the volunteer with another teacher.

Some schools or school systems provide a manual for each volunteer. The manual helps promote understanding regarding the volunteer's role, the school's policies and procedures, and the program's directions and methods. Since a manual makes information immediately accessible to each volunteer, there tends to be less confusion, anxiety, and role conflict among the volunteers, especially if they have been unable to attend all of the training sessions.

Attendance and confidentiality are major problem areas for volunteer programs. Each volunteer's supervisor needs to review attendance sheets at specified periods and contact volunteers who are continually late or are missing appointments. It may be that a change in the time schedule is the

only action necessary. The need for confidentiality with regard to information concerning the students and staff must be impressed upon the volunteers. It may be necessary to dismiss those volunteers who are indiscrete.

Maintenance is a continuous effort and requires careful monitoring of all persons, methods, materials, etc., that are part of the program. The staff members of the St. Louis Upswing Program (Evaluation of Project Upswing, 1972), call the trained volunteers every two weeks; also six two-hour workshops are scheduled for additional training throughout the year. The San Francisco Upswing Program (Evaluation of Project Upswing, 1972) uses a volunteer to chair specific volunteer tutorial groups and to act as liaison between the volunteers and the school staff. This volunteer chairperson is supervised by a field coordinator who is also a teacher; the individual volunteer is supervised by the classroom teacher whose student(s) he/she is tutoring. Also, meetings with individual parents and/or parent groups help keep them informed about the experiences, methods, materials, and the progress of the child. When several schools are involved, short (two-hour) monthly meetings of lead teachers are valuable in keeping the program progressing smoothly.

Maintenance must be an ongoing process in order to achieve success. The key elements of such a process seem to be commitment, support, and guidance.

## Evaluation

Evaluation is essential to determine the quality of a volunteer program. Formative and summative evaluation procedures have been employed by several programs (e.g., PAL-Tennant, 1975) in order to detect and deal with problem areas as they arose and to determine the overall effectiveness of the program.

Initially a needs assessment should be administered to all persons involved in the program to determine the objectives for recruiting, training, and maintenance. Surveys, administered on a regular basis to teachers, volunteers, and students, help provide insight into the effectiveness of methods, materials, and interactions. Data gathering should be ongoing and should be recorded via checklists and charts in order to analyze and to evaluate the findings at each phase of the program.

A useful formative evaluation technique is to have volunteers assess each session with respect to training, materials, and communication procedures.

Staff of Helping One Student To Succeed (Gibbons, 1974) were able to make many improvements in their training process by eliciting ideas from tutors.

Project Catch-Up (1975) used criterion referenced testing, adapted to each child's progress, throughout the year in order to monitor and assess accomplishment of objectives. Other programs used observational instruments such as the Burke Behavior Rating Scale to assess student attitudes and behavior change.

In a typical evaluation strategy, two groups of students, both tutored and nontutored, are pre- and post-tested with instruments such as the SRA, CAT, CTBS, or Random House Criterion Reading Test. The pre-test helps identify those students with skill deficiencies so that a tutoring program based on the individual student's needs can be developed. A nontutored comparison group of equal size is then randomly chosen from the remaining students. The post-test administered at the completion of the tutoring program helps provide information on each student's growth and on the effectiveness of the volunteer program.

Denver Upswing (Evaluation of Project Upswing, 1972), in a two-year experimental study to determine the potential contributions of volunteers in helping children overcome learning difficulties, used three groups of first grade students: one group was assigned to trained volunteers; a second group to untrained volunteers; a third group had no volunteers. The Metropolitan Primer was used to obtain the baseline reading level and the Metropolitan Primary Test was administered at the end of the year. Results indicated that children taught by trained and untrained tutors made greater gains in achievement and self-esteem than the control group that had no volunteer tutors.

The results of evaluation are usually compiled to build a more successful program for the next year in those cases where the program is to continue. For example, Project Upswing (Plantec, 1972) found no difference in student outcomes for the first year and, as a result, the training process was revamped to include more specific instructional techniques and to focus on the individual needs of volunteers.

Administrators, teachers, volunteers, and students share in a team effort in the evaluation process and in identifying major strengths and weaknesses. Some strengths of volunteer programs include:

-broader and more meaningful experiences through personal contact;

-more convincing and interesting reading sessions;

-an increase in skill level; and

-increased feelings of well-being of both students and volunteers.

Weaknesses of volunteer programs include:

-inadequate assessment of participant progress;

-unsystematic reporting procedures;

-poor communication;

-inadequate, or lack of, supplies and materials;

-unclear identification of individuals/groups to be recruited;

-too few training sessions; and

-volunteers inflexible with regard to needs of students.

Evaluation is an integral part of the volunteer program and is essential at each phase in order to help promulgate the success of the total program.

In summation, each school or school system must individualize the volunteer program to meet its own needs. Planning, attending to immediate concerns, communicating, and interacting positively with all involved persons are very important in individualizing the volunteer program and in gaining the support and commitment necessary for the program's success.

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# CHAPTER III.

# METHODOLOGY FOR THE RPIE PROJECT EVALUATION

## RPIE Program Objectives

Early in 1979, prior to the information-gathering phase of the RPIE evaluation, the Evaluation Director, in consultation with the Project Director, developed a set of specific, measurable objectives for the program. These objectives, which are stated below, then became the basis for formulating the evaluation design.

1. Establish a management component
   a. Hire staff.
   b. Determine need for project--talk with teachers, administrators.
   c. Determine methods for implementing, managing, and maintaining the project. Orientation, research, collection of information, visitation, and consultation.
2. Explain project to and assess needs of (i.e., obtain estimate of student referrals from)
   a. Lenoir City Schools staff, via
      (1) Professional staff meetings (in-service).
      (2) Flier describing program.
   b. Students in Grades 3, 6, and 9, via survey to determine:
      (1) Deficit skills for which tutorial service is appropriate.
      (2) Interest and/or potential skills in an area for which retired expertise is available.
      (3) Interest and skill in an area for which a task, such as physical assistance, as a service to a retired or semi-retired person is appropriate.
   c. Parents of students in Grades 3, 6, and 9, via survey to determine:
      (1) Interest in referring their child.
      (2) Amount of time the parent(s) spent with child each day.
3. Identify the students to participate in the tutoring component of project using the following criteria:
   a. The needs of the student. (Identify deficits in reading.)
   b. Willingness, as indicated by self-referral, to try to help themselves.
   c. The parents' willingness to cooperate by referring their children.
   d. The recommendation of the students' teachers.
   e. Willingness and ability of the student to help in some way the tutor, and the need of the tutor for help.
   f. The recommendation of the school psychologist.
   g. The number of parents at home or working full-time; number of children at home.
   h. The ability of the project to meet the needs of the students.

4. Determine areas of need and skill deficit to establish basis for individual tutoring for each student selected, via scores on the California Achievement Test, Grades 1-9, or on a criterion-referenced test of reading.

5. Determine areas of need/interest (among classes or groups of students) for resource persons from retired population.
   a. Survey teachers via questionnaire.
   b. Survey students in Grades 3-12 via questionnaire.

6. Utilize information concerning the project and identified student needs to recruit retired/semi-retired persons.
   a. Ask teachers to refer prospective volunteers.
   b. Ask students to refer prospective volunteers.
   c. Contact community organizations (senior citizens' centers, etc.).
   d. Conduct media campaign.

7. Orient teachers, ask them to assist in preparing a list of tutor and resource person competencies, and to assist in training of tutors.
   a. Obtain teacher input.
   b. Determine ability and desire of teachers with tutored students to participate in the training of tutors.

8. Identify and assess the interests, skills, knowledge, and talents of the volunteers recruited using:
   a. Questionnaire.
   b. Interview.
   c. School staff recommendations in lieu of requiring references.
   d. List of competencies.

9. Place volunteer in tutoring or resource slot, matching skills of volunteer with needs of students.

10. Set individual goals for each participating student with RPIE staff, student, and tutor taking part.
    a. Based on the students' needs.
    b. Based on what is determined to be reasonable attainment.
    c. Informing students and their parents concerning what is expected of the students.

11. Determine training needs for each volunteer, using a listing of competencies and a job description as bases for a pre-training assessment instrument.

12. Establish individualized training program for each volunteer.

13. Train the volunteers.
    a. Volunteers' orientation by the superintendent, principals, and RPIE staff.
    b. Provide training concerning tutoring.

14. Train and orient students to work with and/or aid retired/semi-retired persons.

15. Maintain the volunteer program.
    a. On-the-job training using periodic evaluation of tutor/resource person competencies.
    b. Volunteer association for social interaction and feedback to Project Director concerning training and support services.

c. Newsletter during the year (communication) to provide:
   (1) Information about schools.
   (2) News of coming meetings and events.
   (3) Names of other tutors and resource persons.
   (4) Helpful hints.
d. Meetings with tutors in groups to discuss common concerns.
e. Re-training according to observed or expressed tutor needs.

16. Evaluate the impact and effectiveness of the training and maintenance processes and activities of the project while they are in progress.
   a. Observations.
   b. Interviews.
   c. Questionnaires.
   d. Determine true reasons why tutor or student leaves the program.
   e. External evaluation.
   f. Information that develops in meetings of tutors.

17. Respond to evaluation findings during operation of the tutoring component of the project.
   a. Determine if changes are needed and make them where it is feasible.
   b. Determine if additions are needed and make them where it is feasible.
   c. Provide additional training if needed.

18. Evaluate the impact, effectiveness, and amount of change brought about by operation of the project.
   a. Test results.
   b. Interviews.
   c. Questionnaires.
   d. Observations.
   e. External evaluations.

## Development of Tutor Competencies

In order to provide (1) information for prospective tutors about the work they would be doing and (2) direction for tutor training, the evaluators suggested that the Project Director and a group of teachers involved in the tutoring project develop a set of competencies for tutors. The competencies, and a job description for tutors, were written during Summer 1979. The evaluator reviewed drafts of these documents and suggested modifications. The final forms of the job description and competencies (see Appendix A) thus were available for prospective tutors prior to their training in Fall 1979. The competencies formed the basis of the instrument "Tutor Feelings About Competencies Following Training" which was used to evaluate the effectiveness of the training program for tutors. The competencies were used again in formulating the evaluation instruments administered at the end of the tutoring project in May 1980.

## Evaluation Design

Based on the RPIE program objectives a four-component evaluation design was developed:

(1) Collection in Fall 1979 of baseline information from target groups: teachers, administrators, students, volunteer tutors;

(2) Collection of monitoring information at mid-year (December 1979);

(3) Collection in Spring 1980 of quantitative information about student progress and attitudinal information about the program from target groups: teachers, administrators, volunteer tutors, students, and parents; and

(4) Continuous contact with the Project Director to inform him of the results of data collection and to provide suggestions for program improvement based on those results as well as information derived from review of literature related to volunteer programs throughout the country.

### Collection of Baseline Data in Fall 1979

Teachers and administrators. During in-service sessions for Lenoir City Schools staff in August 1979 the RPIE Project Director presented current information on the project to teachers and administrators. Following this presentation a member of the evaluation staff administered the instrument "Questions for Teachers Concerning the RPIE Project" to teachers in attendance and the instrument "Questions for Administrators Concerning the RPIE Project" to the administrators present. (Appendix B contains both instruments.) These questionnaires were designed to assess (1) the level of understanding of, and interest in, the RPIE Project among staff members; and (2) the willingness of staff members to become involved in such project tasks as recruitment, selection, orientation, and training of volunteers.

Volunteers. The evaluator's review of literature on volunteer programs yielded a body of information about the characteristics of successful school volunteers. This information was used to formulate the instrument "Opinionaire for Volunteers" (see Appendix B) which was administered to each volunteer tutor prior to the training program in September 1979. The Opinionaire was given to volunteers again at the end of the tutoring project (May 1980) in order to determine what changes, if any, the tutoring experience had effected in the volunteers' responses. In both instances the Opinionaire for Volunteers was considered a preliminary draft of an instrument which, with appropriate technical work to establish reliability and validity, could eventually be used as a screening device for prospective volunteers.

In September 1979 each prospective reading tutor participated in ten hours of training conducted by a team of persons experienced in using the Laubach reading materials and methodology. Prior to the training sessions the volunteers should have been given the listing of competencies for tutors so that they could acquire a more concrete understanding of the skills they needed to develop in order to teach reading according to the Laubach method. Immediately following the last training session the evaluators administered the instrument "Tutor Feelings About Competencies Following Training" (see Appendix B) in order to determine the level of confidence which the volunteers had developed with regard to their achievement of the competencies. The instrument also asked the new tutors to specify additional training needs and to suggest improvements for the training program.

Students. In April 1979 all students who were to be tutored during 1979-80 were given, along with their classmates, the California Achievement Test (CAT). Thus grade-equivalent reading achievement scores were available for all fourth and seventh graders in the three Lenoir City schools where students were to be tutored. These scores for tutored students at each participating school were listed from low to high; then a second listing was prepared of all the tutored students' classmates whose reading achievement scores on the CAT fell within the same range. From the list of classmates a number of students equal to the number of tutored students at that school were chosen at random to form a "nontutored comparison group." A t test was employed which showed that the mean CAT reading achievement score for the nontutored comparison students was not significantly different from the mean CAT reading achievement score for tutored students at each school.

A measure of attitudes toward school, parents, reading, self, and tutoring entitled "Student Opinionaire" (see Appendix B) was administered in September 1979 to all fourth grade students at West Hill and Nichols schools, the two elementary schools where students were to be tutored, and to all seventh graders at Lenoir City Middle School, the intermediate school where tutoring was to take place. The Opinionaire was coded to differentiate between responses of tutored, nontutored comparison, and other nontutored students at each school. The September administration of the instrument provided baseline data on student attitudes which could be compared with data obtained via the same instrument in May 1980 following the conclusion of the tutoring program.

Collection of Monitoring Information in December 1979

At the mid-point of the 1979-80 RPIE volunteer tutoring program--in December 1979--the evaluators interviewed a sample of tutors and teachers of tutored students to acquire information for purposes of process evaluation. The outlines which were employed in the structured interviews with tutors and with teachers are included in Appendix C. Tutors were asked how they felt at the end of two months of tutoring experience about their tutoring competencies and the adequacy of their training in the Laubach methodology. They also answered questions about their relationships with the student they were tutoring and with that student's teacher(s). When teachers were interviewed they were asked to assess the adequacy of the Competencies for Tutors and the Laubach training, methodology, and materials. Both tutors and teachers were questioned about the extent of their contacts with each other related to the needs and progress of tutored students.

Data Collection in Spring 1980

Teachers and principals. Instruments to assess the attitudes toward the RPIE program of teachers and principals directly associated with the program were designed by the evaluators to be administered in May 1980. Sources of items for these instruments included (1) the Competencies for Tutors constructed for use during tutor training in Fall 1979, (2) concerns expressed by the RPIE Project Director, and (3) instruments used to evaluate volunteer tutoring programs elsewhere in the country. The opinionaires, which were entitled "Teacher Assessment of RPIE Tutoring Experience" and "Principals' Assessment of RPIE Tutoring Experience" are included in Appendix D. The evaluators were present when teachers and principals completed these instruments so that any questions about the items could be addressed and additional comments about the RPIE program could be obtained.

Tutors. The Competencies for Tutors, suggestions from the Project Director, and evaluation instruments from other volunteer tutoring programs were used to develop a set of items to assess tutor attitudes toward all facets of the RPIE program. The opinionaire "Tutor Assessment of RPIE Tutoring Experience," which appears in Appendix D, was administered to

all volunteer tutors in May 1980, approximately ten days after most tutors had met with their students for the final tutoring session of the school year.

The Opinionaire for Volunteers which was completed by the prospective tutors in September 1979 was administered again in May 1980 in order to determine what effect, if any, the tutoring experience had had on tutors' feelings about the items included.

As was the case with the instruments for teachers and principals, the evaluators were present when the tutors worked on the two instruments designed to assess their reactions to the RPIE program. A substantial amount of additional evaluative data was gathered during the discussion period which took place during this meeting with tutors.

Students. April 1980 California Achievement Test scores were obtained for comparison with April 1979 CAT scores for tutored and nontutored comparison students. Report cards for 1978-79 and 1979-80 were obtained for both groups in order to compare school grades. Finally, comparative information about school attendance was collected and analyzed to test the hypothesis that tutoring would reduce absenteeism. The Student Opinionaire which was given to all fourth and seventh graders in September 1979 was re-administered to the same students in May 1980 to assess any changes in student attitudes about school-related matters which might have taken place between the beginning and the end of the school year. In addition, tutored students were asked to complete the opinionaire "Student Assessment of RPIE Tutoring Experience." Sources for items in this student instrument were the same as those utilized in developing the assessment instruments for tutors, teachers, and principals.

Parents of tutored students. In order to determine how parents felt about the tutoring experience, an instrument entitled "Parent Assessment of Reading Tutoring for Students" (see Appendix D) was developed by the evaluators and sent home with the tutored students in May 1980. The opinionaire for parents included some of the same items to which tutored students, their teachers, principals, and tutors responded.

## Information for Project Director

During the 1979-80 school year members of the evaluation staff were in contact, by phone or visit, with the RPIE Project Director an average of once every two weeks. These contacts involved a mutual exchange of information about the program. The Project Director described his proposed

techniques for managing the volunteer program, and the evaluators provided relevant suggestions based on (1) evaluative data obtained from RPIE project participants and (2) information derived from published descriptions of the management of other volunteer tutoring programs.

On August 30, 1979 the Evaluation Director met with the Project Director to present the results of the administration on August 20 of the instruments "Questions for Teachers Concerning the RPIE Project" and "Questions for Administrators Concerning the RPIE Project." Implications for program management were discussed.

Later in the day on August 30 the Evaluation Director met with a dozen teachers and all principals who were to be involved in the RPIE tutoring program. The Project Director was not present at this meeting. The purpose of the session was to explain the evaluation design and to solicit the cooperation of the staff. During the ensuing discussion, however, a number of concerns about the project were expressed, and on August 31 these were shared with the Project Director in a general way so as to ensure confidentiality for those providing the information.

On September 27 the evaluators met with the volunteers for the first time. The evaluation design was described, and the importance of cooperation on the part of the volunteers was emphasized. Since the Laubach training sessions had just been concluded, the evaluators administered the instrument "Tutor Feelings About Competencies Following Training."

During the September 27 visit in Lenoir City the evaluators left with the Project Director two items for use at his discretion:

(1) "Suggestions for Maintenance of the Volunteer Program" (see page 36) which was derived from review of descriptive information concerning the management of other volunteer programs throughout the country; and

(2) "Tutor Assessment of Tutoring Session" (see page 37), an instrument designed for use by the tutor and review by the Project Director following each of the tutoring sessions taking place during the first month of the program.

In early October a written report based on data obtained from the instrument "Tutor Feelings About Competencies Following Training" was given to the Project Director. The findings indicated that there were several potential problem areas that should be monitored as the volunteers began their work with students.

During November the evaluators conferred several times with the Project Director in order to obtain descriptive information about the school system and the community for inclusion in the RPIE evaluation report.

On December 7 the evalutors visited in Nichols School with a sample of teachers and tutors to collect interim data on program operation. Several problem areas were identified, and suggestions for dealing with these were communicated to the Project Director.

Contact with the Project Director was limited to telephone conversations and written communications during the early months of 1980. The final data-gathering phase took place in May 1980 when follow-up instruments were administered to students and their parents, tutors, teachers of tutored students, and principals of the schools involved in the RPIE Project. As soon as the responses of each group were summarized and interpreted, the results were shared with the Project Director.

## Suggestions for Maintenance of the Volunteer Program

1. Encourage volunteers to turn in periodic (weekly or bi-weekly) reports or logs.
2. Review these reports and give tutors suggestions concerning techniques and materials.
3. Encourage classroom teachers to note behavioral, attitudinal, and other student changes and give feedback to the volunteer.
4. Provide for volunteer in-service meetings to discuss common problems, observe demonstrations, share experiences, view new materials/techniques, and to promote group cohesion and support.
5. Encourage regular (before and after each tutoring session) conferences between the teacher and volunteer to identify another mode of instruction whenever one approach fails, to discuss attitudinal/behavioral concerns, etc.
6. Schedule conferences with the parents.
7. Provide workshops for additional training, as needed.
8. Provide further role clarification of volunteers and teachers, as needed.
9. Encourage volunteers' confidentiality with regard to students and staff.
10. Maintain open communication channels.
11. Obtain on-going feedback from teachers, volunteers, students.
12. Review attendance sheets monthly or bimonthly to be sure that the volunteers are on time and regular in their attendance.
13. Contact volunteers who are missing appointments and make any changes that seem needed.
14. Offer encouragement and positive reinforcement to volunteers and teachers from time to time.
15. Provide an "information center" on a bulletin board where information can be posted.
16. Encourage volunteers to submit new ideas.
17. Honor the volunteers periodically with such activities as appreciation parties, recognition at meetings, posting stories/pictures of volunteers on bulletin board, sending articles about volunteers to local newspapers, etc.
18. Encourage students to draw a picture or write an appreciation note.

Form 12

TUTOR ASSESSMENT OF TUTORING SESSION

1. Very briefly, what did you and the student plan to do during this tutoring session?

2. Did you accomplish what you had planned? Yes _____ No _____

3. How would you describe the student's attitude during this session?

   Excellent _____ Good _____ Fair _____ Poor _____

4. Were the materials/techniques you used helpful? Yes _____ No _____
   If no, please explain.

5. Did you talk with the teacher either before or after this session?

   Yes _____ No _____

6. Would this session have been better if you had had more help from:

   _____ the teacher? _____ Mr. Augustus? _____ other (please explain)

   _____ the principal? _____ the Laubach trainer?

   What kind of help would you have liked?

7. If you could do this tutoring session again, what would you do differently?

# CHAPTER IV.

# EVALUATION FINDINGS

## Baseline Data Collected in Fall 1979

### Responses of Teachers and Administrators to Questions Concerning RPIE

During an in-service meeting on August 20, 1979 eight Lenoir City Schools administrators (including principals, assistant superintendent and superintendent) and sixty-five teachers at all grade levels responded to questions concerning the RPIE Project. All administrators in attendance at the in-service meeting completed the questionnaire for administrators, but only 65 of the 83 teachers at the meeting turned in a completed teacher's form.

Copies of the questions for administrators and for teachers appear in Figures 1 and 2 with the percentage of responses recorded for each response alternative.

Half of the administrators felt they were "well informed" concerning the RPIE Project. Thirty-eight percent said they were "somewhat informed," and 12 percent felt "uninformed." Only 31 percent of the responding teachers felt "well informed," while 65 percent said they were "somewhat informed" and 4 percent felt "uninformed." A subsequent group interview with a dozen of the teachers and four administrators produced the explanation that while the RPIE Project had been sufficiently explained to the staff early in the 1978-79 school year, little information about progress during that year had reached the school staff and they wondered what was planned for 1979-80. They were disgruntled at having spent time gathering data about students to be tutored during 1978-79, then finding that no tutoring program emerged.

Those administrators who felt "well informed" were "very satisfied" about the extent to which they had been given information about RPIE. Those who were "somewhat informed" were "partially satisfied," and those who were "uninformed" were "dissatisfied" with the extent of their information about the project. Thus the response percentages were 50 "very satisfied," 38 "partially satisfied," and 12 "dissatisfied." Some

FIGURE 1. RESPONSE PERCENTAGES FOR
"QUESTIONS FOR ADMINISTRATORS CONCERNING THE RPIE PROJECT"

1. HOW WOULD YOU RATE THE EXTENT TO WHICH YOU HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT?

   I AM: 50 (3) Well informed 38 (2) Somewhat informed 12 (1) Uninformed

2. WITH THE EXTENT TO WHICH I HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT,

   I AM: 50 (3) Very satisfied 38 (2) Partially satisfied 12 (1) Dissatisfied

3. MY INTEREST IN SEEING OUR STAFF USE VOLUNTEER RESOURCE PERSONS TO EXPLAIN HOBBIES, OCCUPATIONS OR EVENTS TO OUR STUDENTS IS:

   100 (3) Very great 0 (2) Moderate 0 (1) Nonexistent

4. MY INTEREST IN SEEING OUR STAFF UTILIZE VOLUNTEERS AS TUTORS FOR STUDENTS IN NEED OF REMEDIAL ASSISTANCE IS:

   75 (3) Very great 25 (2) Moderate 0 (1) Slight

5. SO FAR, I FEEL THE RPIE PROJECT IS:

   88 (3) Much needed, and on its way to being effective

   12 (2) Needed, but organization of the project could stand improvement

   0 (1) Not needed

6. IN PLANNING THE RPIE PROJECT, I THINK THE SCHOOL ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

   25 (4) More involved than they are 13 (3) Less involved than they are

   0 (2) Not involved at all 62 (1) As involved as they are now--I'm satisfied

7. IN PROVIDING ORIENTATION AND TRAINING FOR THE VOLUNTEERS, I THINK THE ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

   57 (4) More involved than they are 0 (3) Less involved than they are

   0 (2) Not involved at all 43 (1) As involved as they are now--I'm satisfied

8. IN RECRUITING AND SELECTING VOLUNTEERS, I THINK ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

   43 (4) More involved than they are 0 (3) Less involved than they are

   0 (2) Not involved at all 57 (1) As involved as they are now--I'm satisfied

9. AT THIS POINT MY SUGGESTIONS FOR THE RPIE PROJECT ARE:

FIGURE 2. RESPONSE PERCENTAGES FOR
"QUESTIONS FOR TEACHERS CONCERNING THE RPIE PROJECT"

1. HOW WOULD YOU RATE THE EXTENT TO WHICH YOU HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT?

   I AM: $\frac{31}{(3)}$ Well informed $\frac{65}{(2)}$ Somewhat informed $\frac{4}{(1)}$ Uninformed

2. WITH THE EXTENT TO WHICH I HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT,

   I AM: $\frac{43}{(3)}$ Very satisfied $\frac{48}{(2)}$ Partially satisfied $\frac{9}{(1)}$ Dissatisfied

3. MY INTEREST IN USING A VOLUNTEER RESOURCE PERSON TO EXPLAIN A HOBBY, OCCUPATION OR EVENT TO MY STUDENTS IS:

   $\frac{56}{(3)}$ Very great $\frac{39}{(2)}$ Moderate $\frac{5}{(1)}$ Slight

4. IF A VOLUNTEER TUTOR WERE MADE AVAILABLE FOR STUDENTS IN THE GRADE I TEACH, MY INTEREST IN USING SUCH A VOLUNTEER WOULD BE:

   $\frac{63}{(3)}$ Very great $\frac{33}{(2)}$ Moderate $\frac{4}{(1)}$ Slight

5. SO FAR, I FEEL THE RPIE PROJECT IS:

   $\frac{51}{(3)}$ Much needed, and on its way to being effective

   $\frac{42}{(2)}$ Needed, but organization of the project could stand improvement

   $\frac{7}{(1)}$ Not needed

6. IN PLANNING THE RPIE PROJECT, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

   $\frac{47}{(4)}$ More involved than they are $\frac{5}{(3)}$ Less involved than they are

   $\frac{3}{(2)}$ Not involved at all $\frac{45}{(1)}$ As involved as they are now--I'm satisfied

7. IN PROVIDING ORIENTATION AND TRAINING FOR THE VOLUNTEERS, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

   $\frac{38}{(4)}$ More involved than they are $\frac{5}{(3)}$ Less involved than they are

   $\frac{16}{(2)}$ Not involved at all $\frac{41}{(1)}$ As involved as they are now--I'm satisfied

8. IN RECRUITING AND SELECTING VOLUNTEERS, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

   $\frac{29}{(4)}$ More involved than they are $\frac{6}{(3)}$ Less involved than they are

   $\frac{3}{(2)}$ Not involved at all $\frac{62}{(1)}$ As involved as they are now--I'm satisfied

9. AT THIS POINT MY SUGGESTIONS FOR THE RPIE PROJECT ARE:

of the teachers who were only "somewhat informed" about the project evidently were "very satisfied" with that amount of information because the percentage of teachers who were "very satisfied" (43) with the extent of their information about RPIE was greater than the percentage who felt they were "well informed" (31). Forty-eight percent of the teachers were "partially satisfied," and 9 percent were "dissatisfied" with the extent to which they had been given information about the project. Since only half of the administrators and 43 percent of the teachers had as much information as they wanted about RPIE, further efforts to educate the staff about progress to date and future plans appeared to be warranted.

All eight administrators said they had a "very great" interest in seeing members of their staff "use volunteer resource persons to explain hobbies, occupations or events" to their students. Fifty-six percent of the teachers who responded said their interest in utilizing volunteer resource persons was "very great," while 39 percent said their interest was "moderate" and 5 percent said it was "slight."

When administrators were asked about their level of interest in utilizing volunteers as tutors, 75 percent said "very great" and 25 percent said "moderate." Teachers were not quite as enthusiastic about the use of tutors: 63 percent had a "very great" interest and 33 percent had a "moderate" interest, while 4 percent had only a "slight" interest in using volunteer tutors.

Administrators were much more convinced than teachers that the RPIE Project was "much needed, and on its way to being effective": 88 percent checked this response, while only 12 percent said it was "needed, but organization of the project could stand improvement." Once again, teachers were not as enthusiastic: 51 percent said RPIE is "much needed," 42 percent said it was "needed, but organization could stand improvement," and 7 percent said it was "not needed at all."

Sixty-two percent of the administrators and 45 percent of the teachers were "satisfied" with their level of involvement in planning the RPIE Project. One-fourth of the administrators and 47 percent of the teachers said they would like to be "more involved than they are" in this planning. Thirteen percent of the administrators and 5 percent of the teachers

wanted to be "less involved than they are." No administrator did not want to be involved "at all," while 3 percent of the teachers did not want to be involved "at all."

In providing orientation and training for the volunteers, 57 percent of the administrators and 38 percent of the teachers wanted to be "more involved than they are." Forty-three percent of the administrators and 41 percent of the teachers were "satisfied" with their level of involvement. Five percent of the teachers wanted to be "less involved than they are" and 16 percent did not want to be involved "at all." Feedback obtained during the follow-up group interview revealed that teachers whose students would be tutored wanted to know "exactly what the tutors would be taught" concerning reading instruction. This led to the suggestion that these teachers be involved in the Laubach training sessions for tutors. The evaluators suggested that RPIE funds be utilized to pay substitutes to fill in for the teachers if they wished to participate in the training sessions.

In recruiting and selecting volunteers, 43 percent of the administrators and 29 percent of the teachers felt they should be "more involved than they are." However, substantial majorities (57% of the administrators and 62% of the teachers) were satisfied with their involvement in this procedure. Six percent of the teachers wanted to be "less involved than they are," and 3 percent did not want to be involved "at all."

Only 8 of the 65 teachers who completed the questionnaire for teachers provided written suggestions for the RPIE Project. Two said teachers needed more information about the project, while five indicated that they had waited long enough for the project to get started and were eager to have it underway.

On the basis of (1) responses to these questionnaires for staff and (2) subsequent interviews with the staff most directly involved with the RPIE Project, the evaluators suggested to the Project Director that additional work be done to provide staff with information about the impending program by (1) written communication via newsletter, (2) personal contact, and (3) involvement of teachers and principals in orientation and training of volunteers. The communication and public relations

benefits of arranging for interested teachers to participate in the Laubach training were emphasized.

Responses of Prospective Tutors to Items on the "Opinionaire for Volunteers - Fall 1979

Volunteers for the RPIE program were asked to complete an application form; at the same time they were given the "Opinionaire for Volunteers," a questionnaire designed to determine the volunteers' perceptions of themselves, their ability to work with young people, the Lenoir City Schools, and the RPIE program. Fifteen prospective tutors completed the Opinionaire prior to the first Laubach training session.

Most of the volunteers seemed to enjoy people and to feel comfortable with children. However, only 67 percent of the respondents felt very comfortable with teenagers, as shown by the following percentage responses to items in the Opinionaire:

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you enjoy people? | | | 7% | 93% |
| Do you feel comfortable with children? | | | 7% | 93% |
| Do you feel comfortable with teenagers? | | 6% | 27% | 67% |

All of the volunteers said they enjoyed listening to young people and felt they understood them. Only 40 percent felt that they understood young people very well, however. Sixty percent of the volunteers said they were very patient around young people, but 7 percent indicated a lack of such patience.

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you enjoy listening to young people (children and youth)? | | | 20% | 80% |
| Do you feel you understand young people? | | | 60% | 40% |
| Do you have patience when you are around young people? | | 7% | 33% | 60% |

Responses to the following questions indicate that the volunteers enjoyed helping people solve problems but had some doubt about their ability to help young people with problems. All felt they would enjoy teaching, assisting a teacher, and having an opportunity to help students learn.

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you enjoy helping someone solve a problem? | | | 33% | 67% |
| Do you feel capable of helping young people with problems? | | 7% | 64% | 29% |
| Do you think you would enjoy teaching? | | | 43% | 57% |
| Would you enjoy assisting a teacher by working with students? | | | 36% | 64% |
| Do you feel good about having an opportunity to help students learn? | | | 13% | 87% |

In response to the question, "Do you enjoy life?" all of the tutors said, "Yes, very much." Fitting into new situations was "very" easy for 47 percent of the tutors and "somewhat" easy for 53 percent of them.

The volunteers considered themselves good listeners and they said they found it easy to talk with other people. They felt that young people were somewhat more likely than adults to understand what the volunteers said to them:

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you find it easy to listen to other people? | | | 40% | 60% |
| Do you find it easy to talk with other people? | | | 27% | 73% |

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do other people (adults) usually seem to understand what you say to them? | | 7% | 50% | 43% |
| Do young people usually seem to understand what you say to them? | | | 62% | 38% |

Apparently the prospective tutors had no difficulty following directions given by authority figures, and only one expressed any doubt about the ability to keep appointments on time.

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you find it easy to follow directions given by those in authority? | | | 36% | 64% |
| Do you find it easy to keep appointments on time? | | 7% | 36% | 57% |

In general, the volunteers approved of the job being done by teachers and administrators in the Lenoir City Schools. However, there was less enthusiasm concerning student learning: only 8 percent of the tutors gave the most positive response when asked if they believed students currently were learning what they needed to learn in the Lenoir City Schools. In addition, 23 percent of the volunteers responded negatively to the question about behavior of students in the Lenoir City Schools.

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you approve of the job the Lenoir City Schools are doing these days? | | 14% | 14% | 72% |
| Do you approve of the job the teachers in the Lenoir City Schools are doing? | | 7% | 21% | 72% |

| | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|
| Do you approve of the job the administrators (that is, principals and superintendents) in the Lenoir City Schools are doing? | | 7% | 31% | 62% |
| Do you believe students are learning what they need to learn in the Lenoir City Schools today? | | 15% | 77% | 8% |
| In general, do you approve of the behavior of the students in the Lenoir City Schools today? | | 23% | 62% | 15% |

In response to open-ended questions, the volunteers indicated that they would enjoy working as a school volunteer because they wanted to help others, to share with them, and had in the past found it rewarding to do this. Others said they loved children; that being a school volunteer would allow for an exchange of ideas, enthusiasm, and experience between generations; that they wanted to keep physically and mentally alert; and that they had time to help someone else.

The prospective tutors indicated that they hoped the RPIE training program for tutors would help them develop the qualities of patience and promptness, listening and responding skills, spelling skills, and techniques and methods of teaching and learning.

The tutors provided no response to the item which requested their suggestions for improving the RPIE Project.

To summarize, volunteers' responses to items on the Opinionaire were quite positive, indicating that they generally were very satisfied with themselves and their relations with others--especially students. They seemed to be approaching their work as tutors with confidence and enthusiasm. The volunteers' least positive responses--and even here 77-86 percent of the responses were positive--concerned attitudes toward the Lenoir City Schools, student learning in those schools, and student behavior.

Responses to "Tutor Feelings About Competencies Following Training"

RPIE Project staff guided the development of a document entitled "Competencies for Tutors" (see Appendix A). The competencies consisted of those abilities and skills that the staff and teachers concerned about the tutoring project believed each tutor should possess in order to do an effective job of tutoring students in reading using the Laubach approach.

The instrument "Tutor Feelings About Competencies Following Training" was designed to assess the level of confidence tutors had after training concerning their ability to demonstrate the competencies formulated by the Lenoir City Schools professional staff. Following the last session of the Laubach training program on September 26, 1979, the evaluators administered the form "Tutor Feelings About Competencies Following Training" to 13 individuals who had attended all three half-day training sessions. Two of the respondents were males, eleven were females. Tutor responses are recorded in Table 1.

TABLE 1. PERCENTAGES OF RPIE TUTORS RESPONDING IN VARIOUS CATEGORIES TO ITEMS IN "TUTOR FEELINGS ABOUT COMPETENCIES FOLLOWING TRAINING"

| NOW THAT I HAVE COMPLETED THE TRAINING PROGRAM FOR TUTORS I FEEL THAT I CAN: | No, Not At All | No, Not Very Well | Yes, Reasonably Well | Yes, Very Well |
|---|---|---|---|---|
| 1. arrive on time for each scheduled tutoring session (or call if unable to come). | | | 8% | 92% |
| 2. understand procedures for using the Laubach workbook and other materials. | | 8% | 69% | 23% |
| 3. assist each student to complete the written skill exercises. | | 8% | 54% | 38% |
| 4. assist each student to work on basic reading skill exercises. | | | 69% | 31% |
| 5. assist each student to read aloud the exercises in the workbooks. | | | 23% | 77% |
| 6. evaluate each student's progress, introducing supplemental materials when appropriate. | | | 77% | 23% |
| 7. structure each tutoring session by determining, with student input, the amount of time to be spent on each specific topic. | | | 92% | 8% |
| 8. actively listen to the student (that is, reflecting the student's feelings and encouraging further conversation rather than taking over and relating a personal experience which cuts off the flow of the student's thoughts). | | | 46% | 54% |
| 9. provide positive reinforcement (verbal praise) for the student's efforts. | | | 31% | 69% |
| 10. relate the reading skill being developed to an application of that skill in the world outside the classroom (that is, how can that skill be used in everyday living?). | | | 85% | 15% |
| 11. complete the agenda for each tutoring session within the time specified for the session. | | | 77% | 23% |

In general, tutor responses indicated that the Laubach trainers had done an effective job of communicating the Laubach methodology. On only two tutor competencies was there a single negative response: one tutor checked the "No, not very well" response alternative concerning (1) the ability to "use the Laubach workbook and other materials" and (2) the ability to "assist each student to complete the written skill exercises."

The two items which received the smallest percentage of "yes, very well" responses, 8 and 15 percent respectively, concerned the tutors' ability to (1) structure each tutoring session to determine the amount of time to be spent on each topic, and (2) relate the reading skill being developed to an application of that skill in the world outside the classroom. Just 23 percent of the tutors expressed the maximum degree of confidence in their ability to (1) evaluate student progress and introduce supplemental materials when appropriate, and (2) complete the agenda for each tutoring session within the time specified for the session.

In response to the question "Do you have any personal needs for training or information which were not covered by the training program for tutors?" three of the respondents provided concrete responses. One said the RPIE tutors needed more information on younger persons, not just adults. (The Laubach methodology was developed for the teaching of adult non-readers.) Another said they needed more information concerning the sounds of letters. A third said they needed a clearer understanding of just where to begin in the skill book with students to be tutored.

Only one suggestion was given for improving the training program. One tutor was concerned because the trainees were "rushed" through the last two books. This individual suggested that more time for training would have been helpful.

While the training program appeared to have been effective in promoting most tutor competencies, tutors' responses to the instrument just described indicated a need for close monitoring, and possible re-training, of tutors in the following areas:

(1) use of the Laubach workbook, written skill exercises, and other materials;

(2) planning and management of each tutoring session to accomplish reasonable objectives within a specified time frame;

(3) evaluation of student progress and introduction of supplemental reading materials at appropriate times; and

(4) illustration of the application of reading skills outside the classroom.

Student Responses to Items on the "Student Opinionaire" - Fall 1979

Two weeks prior to the first tutoring session, the "Student Opinionaire" was administered to all fourth grade students at Nichols and West Hill elementary schools and to all seventh grade students at Lenoir City Middle School. The Opinionaire was designed to measure students' feelings about their school, their classmates and teachers in 1979-80, their parents, themselves, reading, and the concept of having/not having a reading tutor.

Student responses in grades 4 and 7 were grouped in three categories. The first category consisted of tutored students. A second category--nontutored comparison students--was selected randomly from all nontutored students having reading scores in the same range as the tutored group. Each of these two categories included five fourth graders at Nichols School, four fourth graders at West Hill School, and five seventh graders at Lenoir City Middle School. The third category included all other nontutored fourth and seventh graders not classified as tutored or nontutored comparison students.

The Student Opinionaire included ten items. The response format for eight of the items was a Likert scale with five response categories: Very Good/Excellent (5); Pretty Good (4); Not Bad/Not Good (3); Not So Good (2); Very Bad (1). Item 9 asked, "Do you ever read a book that you don't have to read for school?" and used a Yes-No response format. Item 10 was an open-ended question: "What do you like to read about?"

Data from the Opinionaire were keypunched and analyzed by computer. Response frequencies, means, and tests of significance (analysis of variance and t-tests) were calculated.

Responses of Tutored, Nontutored Comparison and Other Nontutored students. Response percentages for each Student Opinionaire item are recorded in Table 2. In general, the responses were quite positive. In most cases, 80 percent or more of all students felt "very good" or "pretty good" about school, their classmates and teachers, their parents, and themselves. Somewhat lower percentages of students in all categories expressed good feelings about reading: 73 percent of the tutored students, 64 percent of the nontutored comparison students, and 56 percent of other nontutored students.

All the tutored students felt good about "having a reading tutor," while only 75 percent of nontutored comparison students and 55 percent of other nontutored students expressed positive feelings about having a reading tutor "if they could" have one.

On only one Student Opinionaire item was there a statistically significant difference between tutored, nontutored comparison, and other nontutored students. As the data in Table 3 indicate, when mean student responses were compared using an analysis of variance, the only significant difference occurred in connection with responses to the question, "Do you ever read a book that you don't have to read for school?" Tutored students read fewer books that were not required than did either of the other groups of students in their classrooms.

When asked, "What do you like to read about?" 20 percent of the tutored students did not respond. Of those who did, five said they liked to read about animals and three said mysteries. Other responses included "people," "cars," "sports," "funnies," "girls," and "sun and shadows."

All nontutored comparison students provided responses to the question, "What do you like to read about?" As with tutored students, mysteries and animals were the most popular subjects. People, sports, and funnies were also mentioned, as well as flowers, cowboys, ghosts, and love stories.

The majority of other nontutored students (23) answered the question "What do you like to read about?" with the response "sports." Nineteen responded with "animals" and "mysteries," and seventeen with "history" or "war stories." Other responses included "funny stories," "people," "space," "fiction," "cars," and "love." One student responded

TABLE 2. PERCENTAGES OF TUTORED, NONTUTORED COMPARISON, AND OTHER NONTUTORED 4TH AND 7TH GRADERS RESPONDING IN VARIOUS CATEGORIES TO "STUDENT OPINIONAIRE" ITEMS
FALL 1979

| How do you feel about: | TUTORED STUDENTS | | | NONTUTORED COMPARISON STUDENTS | | | ALL OTHER NONTUTORED STUDENTS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Very Good/ Pretty Good | Not Bad Not Good | Not So Good/ Very Bad | Very Good/ Pretty Good | Not Bad Not Good | Not So Good/ Very Bad | Very Good/ Pretty Good | Not Bad Not Good | Not So Good/ Very Bad |
| My school | 87% | | 13% | 93% | 7% | | 82% | 15% | 3% |
| My classmates this year | 94% | | 6% | 79% | 14% | 7% | 90% | 8% | 2% |
| My teachers this year | 94% | | 6% | 100% | | | 86% | 8% | 6% |
| My parents | 100% | | | 93% | | 7% | 95% | 2% | 3% |
| Myself | 81% | 13% | 6% | 79% | 14% | 7% | 79% | 9% | 12% |
| Reading | 73% | 7% | 20% | 64% | 7% | 29% | 56% | 18% | 26% |
| Having a reading tutor (answer either 12 or 13) | | | | | | | | | |
| If you <u>will</u> be having a tutor, how do you feel about that | 100% | | | | | | | | |
| If you <u>won't</u> be having a tutor, how <u>would</u> you feel about having one if you could? | | | | 75% | 8% | 17% | 55% | 21% | 24% |

| | YES | NO | YES | NO | YES | NO |
|---|---|---|---|---|---|---|
| Do you ever read a book that you don't have to read? | 75% | 25% | 92% | 8% | 94% | 6% |

TABLE 3. COMPARISON OF MEAN SCORES OF TUTORED, NONTUTORED COMPARISON AND ALL OTHER NONTUTORED STUDENTS TO ITEMS ON THE STUDENT OPINIONAIRE

Fall 1979

| How do you feel about? | Tutored Students | Nontutored Comparison Students | All Other Nontutored Students | F Ratio | df | p |
|---|---|---|---|---|---|---|
| My school | 4.25 | 4.50 | 4.19 | 0.748 | 2;171 | >.05 |
| My classmates this year | 4.38 | 4.14 | 4.34 | 0.431 | 2;170 | >.05 |
| My teachers this year | 4.44 | 4.93 | 4.44 | 2.046 | 2;167 | >.05 |
| My parents | 5.00 | 4.64 | 4.76 | 1.187 | 2;171 | >.05 |
| Myself | 4.31 | 4.07 | 4.06 | 0.353 | 2;168 | >.05 |
| Reading | 3.67 | 3.57 | 3.39 | 0.328 | 2;170 | >.05 |
| Do you ever read a book that you don't have to read for school? | 1.75 | 1.92 | 1.94 | 3.520 | 2;171 | <.05* |

The response categories and their corresponding numerical values for the first six items on the Student Opinionaire are: Very Good/Excellent (5); Pretty Good (4); Not Bad, Not Good (3); Not So Good(2); Very Bad (1).

This table shows the results of a comparison between Tutored and Nontutored Comparison and all Other Nontutored students. Only Tutored students responded to Item 6, "If you will be having a tutor, how do you feel about that?" and only Nontutored Comparison and all Other Nontutored students responded to Item 7, "If you won't be having a tutor, how would you feel about having one if you could?"; therefore, these two items could not be analyzed.

Item 9 "Do you ever read a book that you don't have to read for school?" used a Yes-No response format: Yes = 2 and No = 1.

*Significant at .05 level

with "nothing" and one with "hardly anything." Six students gave no response.

Apparently, mysteries, animal stories, and sports were the favorite reading topics of all students surveyed. This finding, coupled with the data obtained from other Student Opinionaire items, leads to the conclusion that tutored, nontutored comparison, and other nontutored students had similar feelings about school, classmates, teachers, parents, and themselves. They did not differ in their reading interests either, but students to be tutored read significantly fewer books for pleasure than the other groups of their classmates.

Responses of fourth and seventh grade students. Student Opinionaire responses of fourth graders at West Hill School and Nichols School were compared with those of seventh graders at Lenoir City Middle School to determine whether there were significant differences. T-tests performed on mean responses for fourth graders and seventh graders revealed that there were significant differences on two items: "How do you feel about your school?" ($t=4.38$; $df=172$; $p<.05$), and "How do you feel about your teachers this year?" ($t=4.17$; $df=168$; $p<.05$). (See Table 4.) In both cases fourth graders expressed more positive feelings than seventh graders.

Fourth graders most frequently responded to the item "What do you like to read about?" with "animals" (22 responses). Second choices included "mysteries" and "sports" (16 responses each).

Seventh graders most frequently responded to this question with "sports" (12 responses). Eleven students said "mysteries" and eight responded with "scary stories." Other topics named were "wars" (7), "comedy" or "jokes" (5), "love" (5).

Responses of fourth grade students at Nichols and West Hill. Analyses of variance were used to determine if Opinionaire responses differed by school attended at the fourth grade level. Indeed students at West Hill did express more positive feelings about school, their teachers, and reading than did students at Nichols.

Implications. In general, Tutored students did not differ appre-

TABLE 4. COMPARISON OF MEAN SCORES OF FOURTH AND SEVENTH GRADE STUDENTS

| How do you feel about: | 4th Graders | 7th Graders | t value | df | p |
|---|---|---|---|---|---|
| My school | 4.43 | 3.81 | 4.38 | 172 | <.05* |
| My classmates | 4.32 | 4.34 | -0.18 | 171 | >.05 |
| My teachers this year | 4.67 | 4.10 | 4.17 | 168 | <.05* |
| My parents | 4.73 | 4.86 | -1.46 | 172 | >.05 |
| Myself | 4.11 | 4.03 | 0.43 | 149 | >.05 |
| Reading | 3.32 | 3.64 | -1.43 | 171 | >.05 |
| If you will be having a tutor, how do you feel about that? | 4.80 | 4.25 | 2.10 | 12 | >.05 |
| If you won't be having a tutor, how would you feel about having one if you could? | 3.69 | 3.19 | 1.94 | 125 | >.05 |
| Do you ever read a book that you don't have to read for school? | 1.92 | 1.91 | 0.20 | 172 | >.05 |

The response categories and their corresponding numerical values for the first eight items on the Student Opinionaire are: Very Good/Excellent (5); Pretty Good (4); Not Bad, Not Good (3); Not So Good (2); Very Bad (1).

The last item, "Do you ever read a book that you don't have to read for school?" used a Yes-No response format: Yes = 2 and No = 1.

* Significant at .05 level

ciably from their classmates with regard to attitudes toward school, self, and associates. Tutored, Nontutored Comparison, and Other Nontutored students felt good about school, their classmates and teachers, their parents, and themselves. Eighty percent or more of all students in the three RPIE-related classifications expressed positive feelings about these concepts. Feelings about reading were somewhat less positive: 73 percent of Tutored students, 64 percent of Nontutored Comparison students, and 56 percent of Other Nontutored students said they felt good about reading. All Tutored students felt good about "having a reading tutor," while Nontutored Comparison and Other Nontutored students felt somewhat less positive about the idea of having a reading tutor.

Students in the three tutoring classifications differed significantly on only one Student Opinionaire response: Tutored students read fewer books that were not required than did Nontutored Comparison or Other Nontutored students.

Students in the three tutoring classifications did not differ with regard to the reading topics they enjoyed most: mysteries, animal stories, and sports were favored by all groups.

A comparison of the responses of fourth graders with those of seventh graders showed that fourth graders had more positive feelings about their school and their teachers. This finding is consistent with other current research which shows that in general student attitudes become more negative with increasing age, at least until Grade 10 (DeGracie, 1980). Fourth grade students at West Hill School apparently felt better about school, their teachers, and reading than did fourth graders at Nichols School.

## Monitoring Information Collected in December 1979

### Interviews With Teachers

On December 7, 1979 two fourth grade teachers at Nichols School were interviewed using the structured interview form for teachers which is included in Appendix C.

In response to the question "Do you use California Achievement Test scores as diagnostic tools in individualizing the teaching of reading?" both teachers said that they had had no part in making the

decision to use the California Achievement Test and that they would not begin to use the CAT to diagnose reading level or reading problems for their students until 1980-81. Both teachers considered tests associated with their reading series to be more reliable tools for establishing students' reading levels than CAT scores.

One of the Nichols teachers had participated in the Laubach training sessions, having been told about the possibility of attending "five minutes before the first training session" after the Nichols principal had acquired a substitute to take over classroom responsibilities in the teacher's absence. The teacher enjoyed the sessions and considered the knowledge gained to be of value.

The other teacher was not aware that teachers could have attended the Laubach training sessions. This teacher expressed disappointment about the missed opportunity to participate because this experience might have helped to explain the increased self-confidence displayed by the teacher's tutored students at mid-year.

The Project Director said following the teacher interviews that The Volunteer, the RPIE project newsletter (see Appendix E), carried a notice that all interested teachers would be offered substitute teaching assistance if they wished to attend the Laubach training program. He contended that teachers would have known of that opportunity if they had read The Volunteer.

The Nichols teachers were asked to review the "Competencies for Tutors" and to make additions or modifications if these seemed to be warranted on the basis of their experience with the tutoring program. Both teachers expressed satisfaction with the list as it was.

The interviews with teachers established that teachers and tutors did not confer at all before tutoring began. Tutors were not systematically given any information about students' reading strengths or weaknesses or about personal or behavioral characteristics. Some tutors requested information from the Project Director, who supplied information after conferring with the tutored students' reading or homeroom teachers. A few tutors took the initiative and requested information directly from the students' teachers.

Although parental permission was obtained for each student who was placed with a tutor, no further information about the tutoring

process was offered to parents by the schools. Tutors did not communicate with parents except in rare instances, and there was no planned communication between teachers and parents concerning the tutoring program.

In general the teachers expressed positive reactions to the RPIE tutoring program. They also offered the following suggestions for program improvements:

(1) A place offering more quiet and privacy than the presently used room under a stairwell should be made available for the tutoring sessions at Nichols.

(2) Students who "really needed help" with their reading should have been selected for tutoring. The teachers said the students who were being tutored were not the students who were having the most difficulty in reading.

(3) A related concern which the teachers expressed was the perception that the Laubach materials which the tutors introduced in the initial sessions were "too easy" for the Nichols fourth graders. The use of alternative or supplemental materials was suggested.

(4) Both teachers were anxious for a verbal report from the tutors concerning student progress in the tutoring sessions.

(5) One teacher mentioned that the newsletter was a good source of information about the RPIE Project and expressed the desire to have editions produced more frequently.

## Interviews With Tutors

The evaluators also met with two tutors at Nichols School on December 7, 1979. The structured interview format for tutors which appears in Appendix C was employed with each tutor.

The first question was, "Before you began your work as a volunteer, were you told exactly what your job as a tutor would be like--that is, exactly what you would be expected to do?" Both tutors said they had been informed of their job in general terms in a telephone conversation with the Project Director during Summer 1979. The tutors said that they were not given the "Job Description for Tutors" or the "Competencies for Tutors" (see Appendix A) prior to their training despite the fact that these materials were designed to provide a concise standardized initial introduction to the responsibilities of tutors.

Both tutors said that their needs for training had been "adequately assessed" prior to training and "adequately met" during the training program. Neither felt the need for any further training.

The tutors were asked to review the "Competencies for Tutors" and to suggest additions or modifications. Both said that a major concern early in the program was that the Laubach materials were too easy for some of the fourth graders. These students had mastered basic reading skills and primarily needed to improve their comprehension. Consequently, the tutors had asked for additional supplemental materials at a more advanced reading level. The tutors questioned on December 7 suggested that the competency concerning use of "the Laubach workbook and other materials" be changed to read "the Laubach workbook" alone. Then a new competency could be added concerning the ability to use supplemental materials.

The two tutors were well satisfied with their tutoring assignment: both with the grade level and with the individual student. Neither had been given an opportunity to confer with a teacher to ascertain student characteristics and individual needs or to establish goals for the tutoring process. Nevertheless, both tutors had taken the initiative and requested a meeting with the reading or homeroom teacher of their tutored student.

Neither tutor had been in contact with the parents of the child they were tutoring. They were uncertain about the impact of such a conversation; they feared that the parents might not understand their intentions.

The "change" which tutors said they had made since their work with students began involved the use of more supplemental reading materials. The Nichols fourth graders quickly read levels 1, 2 and 3 of the Laubach materials and were ready for more.

The Project Director developed cross-word and find-the-word puzzles for some of the students, using words from the Laubach materials. The newspaper, books from the school library, and books that had to be read in connection with school assignments were other sources of supplemental materials. The tutors indicated that their Laubach training had not given them sufficient experience in selecting supplemental materials.

Despite some minor concerns about program operation, both tutors said they were still enthusiastic about the tutoring program and hoped to be able to continue as tutors during 1980-81.

The tutors said there was no association for volunteers, but they thought it would be a good idea to meet periodically with each other, and with the teachers of tutored students, to discuss mutual concerns.

Both tutors had found the newsletter The Volunteer to be helpful and worthwhile. However, they said that there had been only two editions of The Volunteer. They hoped that more issues would be developed.

Interim Recommendations

On the basis of the mid-year evaluation visits with RPIE teachers and tutors and with the Project Director, the evaluators suggested a series of actions which the Project Director might implement during Winter and Spring 1980 to improve program operation:

(1) Bring together each tutor and the appropriate reading teacher for a face-to-face discussion of the tutored student's reading problems and progress.

(2) Increase communication between tutors and all teachers of tutored students in order to facilitate mutually supportive dialogue concerning problems and progress of the tutored students. Methods for achieving this increase in communication could include:

   (a) Two-on-one sessions involving the tutored student's homeroom teacher and reading teacher with the tutor.

   (b) A school-wide meeting of all teachers and tutors associated with the RPIE program at a given school.

   (c) A system-wide meeting of all administrators, teachers, and tutors associated with the RPIE program.

   (d) Publication in the project newsletter of case studies, or brief comments about tutoring, provided by individual tutors or tutored students.

(3) Publish the newsletter The Volunteer on a regular basis.

(4) Organize a volunteer association to foster camaraderie and support among the volunteer tutors.

(5) Convey important messages to tutors and teachers in person as well as in writing (via newsletter or memorandum) since there was some evidence that written communications were not

always read. This appeared to be feasible since the Project Director saw every volunteer, and most teachers, on a weekly basis.

(6) Assess the extent to which each tutored student considered the reading materials used in the tutoring sessions to be appropriate for her/his reading level. Both teachers and tutors expressed concern that the Laubach materials were too easy for many of the tutored students, and supplemental reading materials had been supplied in several cases.

## Evaluative Data Collected in Spring 1980

### Quantitative Indicators of Student Progress

At the end of the 1979-80 school year the Project Director supplied the evaluators with several kinds of quantitative information about tutored and nontutored comparison students. It was hypothesized by the evaluators that the tutoring experience would have positive effects on the tutored students that would cause them to show greater gains in reading achievement over the year, earn better grades, and miss fewer days of school than nontutored comparison group students. Consequently, the Project Director was requested to furnish the following information for tutored and nontutored comparison students:

(1) Spring 1979 and Spring 1980 reading achievement scores on the California Achievement Test,

(2) report cards for 1978-79 and 1979-80, and

(3) attendance figures for 1978-79 and 1979-80.

California Achievement Test scores. In April 1979 the California Achievement Test was given to the third and sixth graders who would become fourth and seventh graders in September 1979. Using CAT grade-equivalent Vocabulary, Comprehension, and Total Reading scores for tutored students, a nontutored comparison group was randomly selected from that group of their classmates having CAT reading scores in the same range. There were no differences between 1979 CAT reading scores of tutored and nontutored comparison students. This meant that the two groups were essentially equivalent in their reading abilities prior to the beginning of the RPIE tutoring program.

The California Achievement Test was administered again in April 1980 to fourth and seventh graders. Mean grade equivalent Vocabulary,

TABLE 5. MEAN VOCABULARY, COMPREHENSION, AND TOTAL READING GRADE-EQUIVALENT SCORES ON THE CALIFORNIA ACHIEVEMENT TEST FOR TUTORED AND NONTUTORED COMPARISON FOURTH AND SEVENTH GRADERS 1979 vs. 1980

| | Fourth Graders | | | | Seventh Graders | | | |
|---|---|---|---|---|---|---|---|---|
| | Tutored | | Nontutored Comparison | | Tutored | | Nontutored Comparison | |
| | 1979 | 1980 | 1979 | 1980 | 1979 | 1980 | 1979 | 1980 |
| Vocabulary | 1.95 | 3.24 | 1.93 | 3.05 | 5.32 | 6.36 | 4.78 | 5.50 |
| Comprehension | 2.12 | 3.43 | 2.09 | 3.17 | 5.58 | 5.42 | 5.36 | 6.52 |
| Total Reading | 2.05 | 3.38 | 2.05 | 3.17 | 5.44 | 5.88 | 5.12 | 6.18 |

TABLE 6. COMPARISON OF MEAN GAINS (OR LOSSES) IN VOCABULARY, COMPREHENSION, AND TOTAL READING SCORES ON THE CALIFORNIA ACHIEVEMENT TEST FOR TUTORED AND NONTUTORED COMPARISON FOURTH AND SEVENTH GRADERS 1979 vs. 1980

| | Fourth Graders | | | | | Seventh Graders | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Tutored | Nontutored Comparison | t | df | p | Tutored | Nontutored Comparison | t | df | p |
| Vocabulary Gain | 1.39 | 1.76 | -0.62 | 17 | >.05 | 1.04 | 0.90 | 0.22 | 17 | >.05 |
| Comprehension Gain | 1.30 | 1.54 | -0.49 | 18 | >.05 | -0.16 | 1.16 | -1.48 | 18 | >.05 |
| Total Gain | 1.33 | 1.61 | -0.57 | 18 | >.05 | 0.44 | 1.06 | -1.19 | 18 | >.05 |

Comprehension, and Total Reading scores for tutored and nontutored comparison students are recorded in Table 5. A comparison of mean gains (or losses) is shown in Table 6.

At the fourth grade level the results of t-tests indicated that there were significant gains between 1979 and 1980 in mean Vocabulary, Comprehension, and Total Reading scores for both tutored and nontutored comparison groups. There was no difference, however, between the gains registered by tutored and nontutored comparison students.

At the seventh grade level t-test results showed no significant gains between 1979 and 1980 for tutored students on any of the three measures of reading achievement. The CAT Comprehension score actually declined slightly (the decline was not statistically significant) for the tutored students. On the other hand, seventh graders in the nontutored comparison group showed a significant mean gain on the Total Reading scale between 1979 and 1980, though not on the Vocabulary or Comprehension scales. T-tests employed to compare mean gains (or losses) for seventh graders who were tutored and their classmates in the nontutored comparison group revealed no significant differences.

Student grades. The Project Director was not able to furnish report cards for students at West Hill School. For fourth grade students at Nichols School social studies and math were the only subjects for which grades could be compared for the school years 1978-79 and 1979-80. Chi square analyses indicated that there were no differences between the grades of tutored and nontutored comparison students in social studies or math in 1978-79, and again there were no differences in 1979-80. Thus the tutoring experience had no demonstrable effect on the grades of Nichols fourth graders in the two subjects for which comparative data were available.

For seventh grade students math and history were the only subjects for which comparable grades were available for 1978-79 and 1979-80. In math there were no differences between the grades of tutored and nontutored comparison students in 1978-79 nor in 1979-80. Tutoring had no demonstrable effect on grades in math at the seventh grade level.

In history chi square analyses showed that students in the nontutored comparison group had better grades in 1978-79, and during 1979-80 these students increased their advantage over students in the tutored

group. In view of all the other data which indicate that the tutoring experience had no effect on reading achievement or school grades, it does not seem appropriate to interpret this difference in history grades to mean that tutoring in reading placed the tutored seventh graders at a disadvantage in history when they were compared with their peers in the nontutored comparison group.

A second type of analysis was carried out using school grades. It was hypothesized that the tutoring experience would cause tutored students to improve their grades more than nontutored comparison students improved their grades during the 1979-80 school year. This hypothesis was rejected. In fact, neither group of fourth graders showed any real improvement in social studies during 1979-80, and neither group of seventh graders showed any improvement in math or history during the year. During 1978-79 the tutored fourth graders at Nichols demonstrated more improvement in grades in math than did nontutored comparison students, but they did not maintain this advantage during 1979-80. Again, in light of the other evidence it does not seem appropriate to speculate that tutoring had a negative effect on math grades for the Nichols fourth graders.

Attendance data. The mean number of days absent during 1978-79 and 1979-80 for tutored and nontutored comparison students (data pooled for fourth graders from both schools and seventh graders) is shown below:

| | Tutored | Nontutored Comparison |
|---|---|---|
| 1978-79 ($\bar{X}$) | 8.69 | 11.15 |
| 1979-80 ($\bar{X}$) | 8.54 | 10.00 |

Chi square analyses indicated no difference between tutored and nontutored comparison students in the number of days they were absent in 1978-79 or in 1979-80. T-tests showed that there was no change for either group in the number of days absent in 1978-79 vs. the number of days absent in 1979-80. Apparently tutoring had no demonstrable effect on absenteeism. The hypothesis that the relationship with a tutor made students miss fewer days of school was rejected.

Responses of Tutors to Items on "Opinionaire for Volunteers" - Spring 1980

On May 27, 1980 the Opinionaire for Volunteers which was first util-

ized with prospective tutors in September 1979 was administered again to ten of the volunteers who had spent the school year tutoring fourth and seventh graders. Response percentages for each item are categorized in Table 7. As was the case in Fall 1979, the volunteer tutors' responses were very positive: 78 percent or more gave positive responses to all items. All tutors said "Yes, very much" in reply to the questions, "Do you enjoy listening to young people?" and "Do you feel good about having an opportunity to help students learn?"

T-tests applied to Opinionaire data revealed no significant differences between volunteer tutors' responses in Spring 1980 and Fall 1979.

Student Responses to Items on the "Student Opinionaire" - Spring 1980

In May 1980 the Student Opinionaire which first was given in Fall 1979 was readministered to all fourth graders at West Hill and Nichols Schools and all seventh graders at Lenoir City Middle School. Table 8 contains the percentages in each response category for each item for tutored, nontutored comparison, and all other nontutored students.

Tutored, nontutored comparison, and other nontutored students. A comparison of Table 8 (Spring 1980) and Table 2 (Fall 1979) reveals remarkable similarities in responses for all groups. The year of experience at school, including the tutoring experience, seemed to make little or no difference in the students' attitudes toward themselves, their parents, school, teachers, classmates, reading, or reading tutors. As was the case in the Fall, at least three-fourths of all fourth and seventh graders felt "very good" or "pretty good" about school, classmates, teachers, parents, and self. Slightly more negative feelings were expressed with regard to reading, but again as happened in the Fall, tutored students felt better about reading than did nontutored comparison or other nontutored students. With respect to reading books not required for school, however, once again tutored students said "Yes" less frequently than their nontutored comparison or other nontutored classmates.

At least 78 percent of all fourth and seventh graders expressed positive feelings about the volunteer reading tutors, but tutored students were most positive of all.

In response to the question "What do you like to read about?", mysteries, animals and sports remained the favorite topics of fourth and seventh graders in the Spring as they had been in the Fall.

TABLE 7. PERCENTAGES OF VOLUNTEER TUTORS RESPONDING IN VARIOUS CATEGORIES TO ITEMS ON THE OPINIONAIRE FOR VOLUNTEERS
SPRING 1980

| | Yes, Very Much | Yes, Somewhat | Not Much | No, Not at All |
|---|---|---|---|---|
| Do you enjoy listening to young people (children and youth)? | 100% | | | |
| Do you feel you understand young people? | 40% | 60% | | |
| Do you have patience when you are around young people? | 70% | 30% | | |
| Do you enjoy helping someone solve a problem? | 90% | 10% | | |
| Do you feel capable of helping young people with problems? | 22% | 78% | | |
| Do you think you would enjoy teaching? | 50% | 40% | 10% | |
| Do you enjoy assisting a teacher by working with students? | 80% | 20% | | |
| Do you feel good about having an opportunity to help students learn? | 100% | | | |
| Do you find it easy to fit into new situations? | 30% | 70% | | |
| Do you find it easy to listen to other people? | 60% | 40% | | |
| Do you find it easy to talk with other people? | 70% | 30% | | |

| | Yes, Very Much | Yes, Somewhat | Not Much | No, Not at All |
|---|---|---|---|---|
| Do other people (adults) usually seem to understand what you say to them? | 30% | 70% | | |
| Do young people usually seem to understand what you say to them? | 10% | 90% | | |
| Do you find it easy to follow directions given by those in authority? | 70% | 30% | | |
| Do you find it easy to keep appointments on time? | 80% | 20% | | |
| Do you approve of the job the Lenoir City Schools are doing these days? | 40% | 60% | | |
| Do you approve of the job the teachers in Lenoir City Schools are doing? | 80% | 20% | | |
| Do you approve of the job the administrators (that is, principals and superintendents) in the Lenoir City Schools are doing? | 60% | 40% | | |
| Do you believe students are learning what they need to learn in the Lenoir City Schools today? | 20% | 70% | 10% | |
| In general, do you approve of the behavior of the students in the Lenoir City Schools today? | 11% | 67% | 22% | |
| From what you know of the RPIE program, do you think the program is effective? | 90% | 10% | | |

TABLE 8. PERCENTAGES OF TUTORED, NONTUTORED COMPARISON, AND OTHER NONTUTORED 4TH AND 7TH GRADERS RESPONDING IN VARIOUS CATEGORIES TO STUDENT OPINIONAIRE ITEMS SPRING 1980

| | Tutored Students | | | Nontutored Comparison Students | | | All Other Nontutored Students | | |
|---|---|---|---|---|---|---|---|---|---|
| How do you feel about: | Very Good/ Pretty Good | Not Bad Not Good | Not So Good/ Very Bad | Very Good/ Pretty Good | Not Bad Not Good | Not So Good/ Very Bad | Very Good Pretty Good | Not Bad Not Good | Not So Good/ Very Bad |
| My school | 80% | 20% | | 87% | | 13% | 81% | 15% | 4% |
| My classmates this year | 87% | 13% | | 87% | 7% | 6% | 85% | 13% | 2% |
| My teachers this year | 100% | | | 87% | 13% | | 82% | 13% | 5% |
| My parents | 87% | 13% | | 93% | 7% | | 97% | 2% | 1% |
| Myself | 80% | 7% | 13% | 77% | 17% | 6% | 74% | 18% | 8% |
| Reading | 80% | 13% | 7% | 43% | 30% | 27% | 61% | 16% | 33% |
| The reading tutor I had this year. | 93% | 7% | | | | | | | |
| The reading tutors that some of my classmates had this year. | | | | 75% | 25% | | 68% | 22% | 10% |
| Do you ever read a book that you don't have to read for school? | Yes | No | | Yes | No | | Yes | No | |
| | 73% | 27% | | 83% | 17% | | 94% | 6% | |

Comparison of mean scores of tutored, nontutored comparison and other nontutored students at the three schools. Student Opinionaire responses of tutored students at Nichols, West Hill and Lenoir City Middle Schools were compared to determine whether there were significant differences. An analysis of variance indicated that tutored students at West Hill responded more positively than tutored students at Lenoir City Middle School to the item "How do you feel about your teachers this year?" ($F=5.20$; $df=2,12$; $p<0.05$).

A comparison of nontutored comparison students in attendance at the three schools revealed a significant difference in responses to the item "How do you feel about reading?" ($F=6.65$; $df=2,11$; $p<0.05$). Nontutored comparison students at both West Hill and Lenoir City Middle Schools felt significantly better about reading than nontutored comparison students at Nichols.

Student Opinionaire responses of other nontutored students at Nichols, West Hill and Lenoir City Middle Schools were compared. Analysis of variance showed a significant difference in responses to the item: "How do you feel about your teachers this year?" ($F=4.71$; $df=2,140$; $p<0.05$). Other nontutored students at West Hill expressed more positive feelings about their teachers than other nontutored students at Lenoir City Middle School. Student responses at Nichols were not significantly different from student responses at the other two schools.

Responses of fourth and seventh grade students. Table 9 contains response percentages and Table 10 contains a comparison of item means for fourth and seventh graders. In Fall 1979 fourth graders expressed more positive feelings about school and their teachers than did seventh graders. In Spring 1980 there was no difference between students in the two grades with respect to their feelings about school, but fourth graders still felt better about their teachers than did seventh graders.

Responses of fourth grade students at Nichols and West Hill. Table 11 provides the Spring 1980 data to confirm the Fall 1979 findings that fourth graders at West Hill felt better about school, their teachers, and reading than did fourth graders at Nichols.

Analyses of variance indicated that tutored students at West Hill also expressed more positive attitudes toward school, their teachers, and reading than did tutored students at Nichols School.

TABLE 9. PERCENTAGE OF FOURTH AND SEVENTH GRADERS RESPONDING IN VARIOUS CATEGORIES TO STUDENT OPINIONAIRE ITEMS SPRING 1980

| How do you feel about: | 4th Graders | | | 7th Graders | | |
|---|---|---|---|---|---|---|
| | Very Good | Not Bad Not Good | Not So Good Very Bad | Very Good | Not Bad Not Good | Not So Good Very Bad |
| My school | 76% | 14% | 10% | 86% | 12% | 2% |
| My classmates this year | 79% | 16% | 5% | 88% | 12% | |
| My teacher this year | 83% | 10% | 7% | 73% | 21% | 6% |
| My parents | 93% | 6% | 1% | 94% | 4% | 2% |
| Myself | 75% | 15% | 10% | 81% | 13% | 6% |
| Reading | 52% | 17% | 31% | 65% | 29% | 6% |
| Do you ever read a book that you don't have to read for school? | Yes 92% | | No 8% | Yes 86% | | No 14% |

TABLE 10. COMPARISON OF MEAN SCORES OF FOURTH AND SEVENTH GRADE STUDENTS SPRING 1980

| How do you feel about: | 4th Graders | 7th Graders | F Ratio | df | p |
|---|---|---|---|---|---|
| Your school | 3.97 | 4.04 | 0.20 | 1,172 | >0.05 |
| Your classmates this year | 4.16 | 4.35 | 1.71 | 1,171 | >0.05 |
| Your teachers this year | 4.27 | 3.92 | 4.52 | 1,170 | <0.05* |
| Your parents | 4.72 | 4.73 | 0.02 | 1,170 | >0.05 |
| Yourself | 4.04 | 4.10 | 0.10 | 1,172 | >0.05 |
| Reading | 3.31 | 3.65 | 2.65 | 1,170 | >0.05 |
| Do you ever read a book that you don't have to read for school? | 1.92 | 1.86 | 1.24 | 1,171 | >0.05 |

The response categories and their corresponding numerical values for the first six items on the Student Opinionaire are: Very Good/Excellent (5); Pretty Good (4); Not Bad, Not Good (3); Not So Good (2); Very Bad (1).

The last item "Do you ever read a book that you don't have to read for school?" used a Yes-No response format: Yes = 2 and No = 1.

* Significant at .05 level

TABLE 11. COMPARISON OF MEAN SCORES OF STUDENTS' RESPONSES TO ITEMS ON THE STUDENT OPINIONAIRE BY SCHOOL ATTENDED
SPRING 1980

| How do you feel about: | Nichols School | West Hill School | Lenoir City Middle School | F Ratio | df | p |
|---|---|---|---|---|---|---|
| My school | 3.85 | 4.52 | 4.04 | 4.58 | 2,171 | < 0.05 |
| My classmates this year | 4.11 | 4.43 | 4.35 | 2.06 | 2,170 | > 0.05 |
| My teachers this year | 4.15 | 4.81 | 3.92 | 6.48 | 2,169 | < 0.05 |
| My parents | 4.73 | 4.67 | 4.73 | 0.09 | 2,169 | > 0.05 |
| Myself | 4.08 | 3.86 | 4.10 | 0.42 | 2,171 | > 0.05 |
| Reading | 3.14 | 4.10 | 3.65 | 6.49 | 2,169 | < 0.05 |
| Do you ever read a book that you don't have to read for school? | 1.91 | 1.95 | 1.86 | 0.78 | 2,170 | > 0.05 |

Principals' Assessment of RPIE Tutoring Experience

On May 27, 1980 the three principals involved in the RPIE program completed the instrument "Principals' Assessment of RPIE Tutoring Experience" (see Appendix D) which contained 38 statements accompanied by a Likert-type response format. Response categories included Strongly Agree, Agree, Disagree, Strongly Disagree and Not Sure.

Familiarity with program. The first set of items was designed to determine the extent of principals' contact and familiarity with the tutoring program. The responses indicate that all three principals felt they knew what was going on during tutoring sessions and usually saw the tutors when they were in the school. But only one of the three had observed a tutoring session.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 1. I know what the RPIE tutors are doing in their tutoring sessions. | 2 | 1 | | | |
| 2. I usually see the tutors when they are in the school. | 2 | 1 | | | |
| 3. I have observed a tutoring session. | 1 | | 1 | | 1 |

Tutor training. A second set of items was related to tutor training. The principals were divided in their assessment of the training provided for tutors. Two felt the tutors had been given as much training as they needed, but one was not sure. One principal thought that tutor training should have taken place in several training sessions during the year rather than one at the beginning of the year, but the other two principals disagreed. One principal said the tutors knew how to help students improve their reading skills, but one disagreed with that statement and one was not sure.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 4. The tutors were given as much training as they needed to do their work as reading tutors. | | 2 | | | 1 |
| 5. Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | | 1 | 2 | | |
| 6. The tutors know how to help the students improve their reading skills. | | 1 | 1 | | 1 |

Tutor-staff relationships. A third set of items dealt with relationships between school staff and tutors. Two of the principals agreed that tutors and teachers of tutored students had a good working relationship, but one principal was not sure of that. None of the principals could say that tutors and teachers talked often about student needs and progress.

All of the principals said that teachers should be more involved in helping tutors plan their work with students, and all said they themselves would like to be more involved in working with the tutors. However, only one principal felt that the tutors could have been more effective if school personnel had given them more on-the-job supervision; one principal disagreed with that course of action, and one was not sure about it.

Two of the three principals felt that the school system should have given more recognition to the tutors for their work, but one was not sure.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 7. There is a good working relationship between the tutors and the teachers of tutored students. | | 2 | | | 1 |
| 8. Tutors and the teachers of tutored students talk often about student needs and progress. | | | 2 | | 1 |
| 9. Teachers should be more involved in helping tutors plan their work with students. | 1 | 2 | | | |
| 10. I would like to be more involved in working with the RPIE reading tutors. | | 3 | | | |
| 11. The tutors could have been more effective if school personnel had given them more on-the-job supervision. | | 1 | 1 | | 1 |
| 12. The school system should have given more recognition to the tutors for the work they have done. | | 2 | | | 1 |

Site for tutoring. One principal indicated that a better place within the school was needed for tutoring sessions, but two apparently were satisfied with the site(s) for tutoring in their schools.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 13. We have trouble finding a good place for tutors to meet with students at our school. | | 1 | 2 | | |

Laubach materials. All of the principals agreed that the Laubach Reading Materials were effective teaching tools for the tutors to use.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 14. The Laubach Reading Materials are effective teaching tools for the tutors to use. | | 3 | | | |

Tutor effectiveness and program impact. The bulk of the items in the principal assessment instrument were related to tutor effectiveness and overall program impact.

All three principals agreed that tutors arrived when expected for their tutoring sessions.

All three believed that tutors were genuinely interested in their students, that students liked their tutors, and that students were not bored in their tutoring sessions.

One principal felt that the tutors did not spend enough time with the students to improve reading skills very much, but one disagreed with that statement, and one was not sure. No principal thought the tutors had spent too much time on technical skills and not enough on reading practice.

All of the principals expressed personal satisfaction with the RPIE program, but only two agreed that their teachers were generally satisfied with the program (one was not sure). Two believed that the

tutors had helped tutored students improve their reading skills, but one was not sure of that.

Only one of the three principals felt that the RPIE tutoring experience had given tutored students more interest in reading; one principal disagreed; the third was unsure. One principal said tutoring had improved the students' interest in school, but one was not sure and the third gave no response. Not one of the principals believed that the tutoring experience had had the effect of improving any of the following for tutored students: (1) attendance record, (2) behavior, or (3) achievement in subjects other than reading.

Two principals believed that the tutoring experience had made the tutored students feel better about themselves, but one was not sure.

None of the principals felt that parent involvement in their child's learning had increased as a result of the tutoring experience. However, two of the three agreed that the RPIE program had helped build better relationships between school and community.

Two principals gave satisfactory marks to the leadership of the RPIE program, but one did not. All felt, however, that the program should be continued; and all wanted volunteer tutors in their school again in 1980-81.

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 15. The tutors come when they are expected. | 2 | 1 | | | |
| 16. The tutors are genuinely interested in the students. | 2 | 1 | | | |
| 17. Students like their tutors. | 3 | | | | |
| 18. Students are bored in their tutoring sessions. | | | 2 | | 1 |

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 19. The tutors have not spent enough time with the students to improve reading skills very much. | | 1 | 1 | | 1 |
| 20. The tutors spend too much time teaching technical (reading) skills and leave too little time for the students just to practice reading. | | | 2 | | 1 |
| 21. I am satisfied with the RPIE volunteer tutoring program. | | 3 | | | |
| 22. Teachers in this school who have worked with tutors are generally satisfied with the RPIE volunteer tutoring program. | | 2 | | | 1 |
| 23. The tutors have helped the tutored students improve their reading skills. | | 2 | | | 1 |
| 24. The tutoring experience has given the students more interest in reading. | | 1 | 1 | | 1 |
| 25. The tutoring experience has given the students more interest in school. | | 1 | | | 1 |

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 26. The tutoring experience has improved the attendance record of tutored students. | | | 3 | | |
| 27. The tutoring experience has improved the students' behavior. | | | 2 | 1 | |
| 28. The tutoring experience has improved the students' achievement in subjects other than reading. | | | 2 | | 1 |
| 29. The tutoring experience has made the students feel better about themselves. | 1 | 1 | | | 1 |
| 30. The tutoring experience has increased the involvement of parents in their child's learning experiences. | | | 2 | | 1 |
| 31. The RPIE volunteer tutoring program has helped to build better relationships between school and community. | 1 | 1 | | | 1 |
| 32. The RPIE volunteer tutoring program has had good leadership this year. | 1 | 1 | 1 | | |

| Item | Number of Principals Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 33. The RPIE volunteer tutoring program should be tried again next year. | 2 | 1 | | | |
| 34. I would like to have volunteer reading tutors in this school again next year. | 2 | 1 | | | |

Items requiring a written response. Principals first were asked to describe ways in which they had "worked with the RPIE volunteer tutoring program." Only one principal -- the fourth grade teacher who was also a principal -- responded. She said she had the tutored students in her class and discussed student progress with the tutors.

Two principals responded to the item which asked them to identify the best thing about the tutoring program. Both said improvement of students' feelings about themselves and their abilities was the most positive outcome of tutoring. One principal added that tutoring had helped the students maintain interest in reading.

Only one principal identified a problem associated with tutoring: "Occasionally we are cramped for space, especially if tutors change their regular time."

In response to the question "How could the RPIE volunteer tutoring program be improved?" two principals wrote an answer. One said, "More students need help!" The other said communication between tutors and teachers needed to be improved so that each would know what and how the tutored student was doing. The principal asked that tutors give teachers a progress report on student skills periodically so that teachers might plan correlated activities to build those skills in the classroom.

Teachers' Assessment of RPIE Tutoring Experience

On May 27, 1980 the instrument "Teacher Assessment of RPIE Tutoring

Experience" (see Appendix D) was administered to all teachers who had taught the tutored students during the year, including seven fourth grade teachers and seven middle school teachers. The instrument contained 49 statements with the five-point response format: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure. Since the responses of fourth grade teachers differed markedly from those of the teachers who taught the seventh graders, the two sets of response percentages have been reported separately.

Familiarity with program. The first set of items assessed teacher contact and familiarity with the tutoring program. Eighty-six percent of the fourth grade teachers said they knew what the tutors were doing in their tutoring sessions but only 29 percent of the middle school teachers said they knew this. Eighty-six percent of the fourth grade teachers said they usually saw the tutors when they were in the school, but only 28 percent of the middle school teachers usually saw the tutors. None of the teachers at either level had ever observed a tutoring session.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 1. I know what the RPIE reading tutors are doing in their tutoring sessions. | 4th | 29 | 57 | | 14 | |
| | Mid. | | 29 | 14 | 43 | 14 |
| 2. I usually see the tutors when they are in the school. | 4th | 14 | 72 | | 14 | |
| | Mid. | 14 | 14 | 29 | 43 | |
| 3. I have observed a tutoring session. | 4th | | | 86 | 14 | |
| | Mid. | | | 29 | 57 | 14 |

Tutor training. A second set of items was related to tutor training. Half of the teachers were not sure whether the tutors had been given sufficient training. One (14%) of the middle school teachers and 71 percent of the fourth grade teachers thought the tutors had received as much training as they needed. A majority of all teachers, including 86 percent

of the fourth grade teachers and 43 percent of the middle school teachers, thought tutors should have had several training sessions during the year instead of just one at the beginning of the year. Seventy-one percent of the fourth grade teachers, but only one (14%) of the middle school teachers felt that tutors knew how to help the students improve their reading skills.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 4. The tutors were given as much training as they needed to do their work as reading tutors. | 4th | 14 | 57 | | 14 | 14 |
| | Mid. | | 14 | | | 86 |
| 5. Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | 4th | 14 | 72 | 14 | | |
| | Mid. | 14 | 29 | | | 57 |
| 6. The tutors know how to help the students improve their reading skill. | 4th | 14 | 57 | 15 | 14 | |
| | Mid. | | 14 | | | 86 |

Tutor-staff relationships. A third set of items dealt with relationships between tutors and school staff. More than half of all teachers had not talked with tutors about specific learning needs of tutored students. Seventy-two percent of the fourth grade teachers had had such talks with tutors, but only one (14%) of the middle school teachers had done so. Only 29 percent of all teachers (43% of fourth grade and 14% of middle school teachers) felt that they had good working relationships with the tutors.

Middle school teachers (67% of them) showed more interest in becoming involved in helping tutors plan their work with students than did fourth grade teachers (43% said they should be more involved). On the other hand, only 14 percent of all the teachers agreed with the statement that tutors could have been more effective if school personnel had given them more on-the-job supervision.

Most of the teachers (83% of the fourth grade and 75% of the middle school teachers) expressed the opinion that the school system should have given the tutors more recognition for their wor

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 7. I have talked with each tutor about the specific learning needs of her/his student. | 4th | | 72 | 14 | 14 | |
| | Mid. | 14 | | 14 | 72 | |
| 8. I have good working relationships with the tutors. | 4th | 14 | 29 | 43 | 14 | |
| | Mid. | 14 | | 29 | 29 | 28 |
| 9. Teachers such as myself should be more involved in helping tutors plan their work with students. | 4th | | 43 | 14 | 29 | 14 |
| | Mid. | 17 | 50 | | | 33 |
| 10. The tutors could have been more effective if school personnel had given them more on-the-job supervision. | 4th | | 14 | 43 | 29 | 14 |
| | Mid. | | 17 | | | 83 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 11. The school system should have given more recognition to the tutors for the work they have done. | 4th | 33 | 50 | | | 17 |
| | Mid. | | 75 | | | 25 |

Tutors' teaching methods and materials. A fourth set of items for teachers was designed to obtain their opinions of the teaching methods and materials being used in the tutoring sessions. These responses must be viewed in light of the fact that six of the seven fourth grade teachers said they knew what tutors were doing in their tutoring sessions but only two of the seven middle school teachers were this familiar with the tutoring program.

Seventy-two percent of the fourth grade teachers and one (14%) of the middle school teachers said they were familiar with the teaching materials used by the tutors. Only a few of the teachers (29% of those at fourth grade level and 14% at the middle school) had suggested materials for tutors to use with students. Eighty-six percent of the fourth grade teachers thought the Laubach Reading Materials were effective teaching tools for the tutors to use, but every middle school teacher checked the Not Sure response for this item.

During the design of the teacher assessment instrument the RPIE Project Director asked that items be added to help him determine whether teachers thought supplemental reading materials for the tutoring sessions should be drawn from materials being used in the students' classroom work or from materials not available in the classroom. Response to two items indicate that teachers had no clear preference for either type of materials. In fact, they seemed confused about the issue. Fifty-seven percent of the fourth grade teachers agreed that tutors could help students most by using classroom materials, but 72 percent also agreed with the opposing alternative given in the next item. While 29 percent of the middle school teachers favored the use of classroom materials and none favored the out-of-class alternative, 57 percent

and 43 percent, respectively, checked the Not Sure response for these items.

Only 29 percent of all teachers (43% at fourth grade and 14% at middle school level) were ready to agree that tutors had been able to select the appropriate level of reading materials for the tutored students. Seventy-two percent of the fourth grade teachers, but only one (14%) of the middle school teachers felt that tutors knew how to evaluate student reading progress.

Only two (14%) of all teachers were able to say that the tutors finished their tutoring sessions on time. All other teachers (86%) checked the Not Sure response for this item.

Eleven of 13, or 85 percent, of the teachers responding to the item were not sure whether tutors were spending too much time on reading skills and not enough on reading practice. Of the two fourth grade teachers who expressed an opinion (not one middle school teacher did so), one agreed and one disagreed that technical skills were being emphasized too heavily.

Most teachers (all fourth grade and 43% of middle school teachers) believed the tutors were genuinely interested in the students they tutored.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 12. I am familiar with the teaching materials the tutors use. | 4th | 29 | 43 | 14 | 14 | |
| | Mid. | | 14 | 29 | 29 | 28 |
| 13. I have suggested materials for tutors to use with students. | 4th | 14 | 15 | 57 | 14 | |
| | Mid. | 14 | | 29 | 57 | |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 14. The Laubach Reading Materials are effective teaching tools for the tutors to use. | 4th | | 86 | | 14 | |
| | Mid. | | | | | 100 |
| 15. Tutors can help students most by using for reading practice materials that teachers are using in the classroom. | 4th | | 57 | 43 | | |
| | Mid. | 14 | 15 | 14 | | 57 |
| 16. Tutors can help students most by using for reading practice materials that are not available in the classroom. | 4th | | 72 | 14 | | 14 |
| | Mid. | | | 43 | 14 | 43 |
| 17. Tutors have been able to select the level of reading materials that is best for the student they tutor. | 4th | | 43 | 29 | 14 | 14 |
| | Mid. | | 14 | | | 86 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 18. The tutors know how to evaluate student reading progress. | 4th | | 72 | | 14 | 14 |
| | Mid. | | 14 | | | 86 |
| 19. The tutors often have trouble finishing tutoring sessions on time. | 4th | | | 33 | | 67 |
| | Mid. | | | | | 100 |
| 20. The tutors spend too much time teaching technical (reading) skills and leave too little time for the students just to practice reading. | 4th | | 17 | 16 | | 67 |
| | Mid. | | | | | 100 |
| 21. The tutors are genuinely interested in the students. | 4th | 33 | 67 | | | |
| | Mid. | 29 | 14 | | | 57 |

Perceptions of students' responses to tutoring. Several items on the teacher assessment instrument concerned the teachers' perceptions of students' responses to the tutoring experience. On four of the five items all seven middle school teachers checked the Not Sure response, indicating once again their lack of knowledge about what went on in tutoring sessions.

Most teachers were not sure whether tutored students often talked to others about their tutoring experience. However, one-third of the fourth grade teachers and one (14%) of the middle school teachers felt

that the students did not often talk about the experience.

Most teachers (85%) were not sure if students had difficulty understanding what tutors said to them about their work. Two fourth grade teachers strongly disagreed with the notion that tutors had difficulty communicating with students.

Two-thirds of the fourth grade teachers believed that students liked their tutors. No teacher disagreed, but 70 percent of all teachers were not sure about this. Eighty-five percent of the teachers had no opinion concerning the relative effectiveness of placing some students with different tutors. One fourth grade teacher agreed and one disagreed with the statement that some tutored students would have made more progress if placed with a different tutor.

While one fourth grade teacher was willing to say that tutored students were not bored in their tutoring sessions, 92 percent of all teachers were not sure about this.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 22. The tutored students often talk to others about their tutoring experience. | 4th | | 34 | 33 | | 33 |
| | Mid. | | | 14 | | 86 |
| 23. Students have difficulty understanding what tutors say to them about their work. | 4th | | | | 33 | 67 |
| | Mid. | | | | | 100 |
| 24. Students like their tutors. | 4th | 33 | 34 | | | 33 |
| | Mid. | | | | | 100 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 25. Some tutored students would have made more progress if they had been placed with a different tutor. | 4th | | 16 | 17 | | 67 |
| | Mid. | | | | | 100 |
| 26. Students are bored in their tutoring sessions. | 4th | | | 17 | | 83 |
| | Mid. | | | | | 100 |

Site for tutoring. Fourth grade teachers (83% of them) were not satisfied with the places in their schools for tutors to meet with students. Half of the middle school teachers had no objection to the site(s) for tutoring in their school, but half of these teachers had no opinion on the matter.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 27. We have trouble finding a good place for tutors to meet with students at our school. | 4th | 50 | 33 | | | 17 |
| | Mid. | | | 25 | 25 | 50 |

Tutor effectiveness and program impact. The largest group of items in the teacher assessment instrument was related to tutor effectiveness and overall program impact.

A majority of all teachers (71% of fourth grade and 33% of middle school teachers) expressed the opinion that tutors arrived for their

work when they were expected.

Only one (14%) of the fourth grade teachers believed that the tutors had not spent enough time with the students to improve their reading skills very much. Eighty-six percent of the fourth grade teachers apparently considered the time spent on tutoring to be adequate, but not one of the middle school teachers expressed an opinion in this regard.

One group of items dealt specifically with the impact of tutoring on students who participated. On six of seven of these items all middle school teachers checked the Not Sure response.

Eighty-six percent of the fourth grade teachers felt the tutors had helped students improve their reading skills; no teacher disagreed. Eighty-three percent of fourth grade teachers believed the tutoring experience had given students more interest in reading, and none disagreed. Half of the fourth grade teachers agreed, without any opposing opinions, that tutoring had increased student interest in school. Only one teacher believed tutoring had improved attendance, and one disagreed. Two fourth grade teachers felt the experience had improved student behavior, but one middle school teacher and one fourth grade teacher felt that tutoring had not improved behavior.

One-third (two) of the fourth grade teachers expressed the opinion that tutoring had improved student achievement in subjects other than reading, but one teacher disagreed and three were not sure how to respond.

Two-thirds of the fourth grade teachers agreed, without opposition, that the tutoring experience had made tutored students feel better about themselves.

No teacher at either level felt the tutoring experience had increased the involvement of parents in their child's learning. Two-thirds of the fourth grade teachers agreed that the RPIE program had helped build better school-community relationships, but one middle school teacher disagreed.

Items designed to assess global impressions of program impact elicited more response from the middle school teachers than did items focusing on specific details.

Forty-three percent of all teachers, including 71 percent of the fourth grade teachers and one (14%) of the middle school teachers,

expressed satisfaction with the RPIE volunteer tutoring program. No middle school teacher was dissatisfied, but 29 percent of the fourth grade teachers expressed dissatisfaction. Half of all teachers were not sure how to assess each other's satisfaction with the program. Only 29 percent of all teachers believed other teachers who had worked with tutors were satisfied with the tutoring program. Again fourth grade teachers had more positive impressions (43%) than middle school teachers (14%).

There was substantial agreement (80%) among all teachers, and no disagreement, with the statement that the RPIE program had had good leadership. In addition, 80 percent of all teachers, without opposition, felt that the program should be tried again in 1980-81.

Seventy percent of all teachers, including 83 percent of the fourth grade teachers and half of the middle school teachers, said that most of the students tutored in 1979-80 needed to have a tutor again in 1980-81. There was no disagreement with this observation.

Almost 90 percent of all teachers (83% at fourth grade and 100% at middle school level) said they would like to have volunteer reading tutors for some of their students during 1980-81.

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 28. The tutors come when they are expected. | 4th | 14 | 57 | 14 | 15 | |
| | Mid. | 16 | 17 | | | 67 |
| 29. The tutors have not spent enough time with the students to improve reading skills very much. | 4th | | 14 | 72 | 14 | |
| | Mid. | | | | | 100 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 30. The tutors have helped the students to improve their reading skills. | 4th | 14 | 72 | | | 14 |
| | Mid. | | | | | 100 |
| 31. The tutoring experience has given the students more interest in reading. | 4th | 83 | | | | 17 |
| | Mid. | | | | | 100 |
| 32. The tutoring experience has given the students more interest in school. | 4th | | 50 | | | 50 |
| | Mid. | | | | | 100 |
| 33. The tutoring experience has improved the attendance record of tutored students. | 4th | 20 | | 20 | | 60 |
| | Mid. | | | | | 100 |
| 34. The tutoring experience has improved the students' behavior. | 4th | | 33 | 17 | | 50 |
| | Mid. | | | 14 | | 86 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 35. The tutoring experience has improved the students' achievement in subjects other than reading. | 4th | | 33 | 17 | | 50 |
| | Mid. | | | | | 100 |
| 36. The tutoring experience has made the students feel better about themselves. | 4th | 17 | 50 | | | 33 |
| | Mid. | | | | | 100 |
| 37. The tutoring experience has increased the involvement of parents in their child's learning experience. | 4th | | | 16 | 17 | 67 |
| | Mid. | | | | 25 | 75 |
| 38. The RPIE volunteer tutoring program has helped to build better relationships between school and community. | 4th | | 67 | | | 33 |
| | Mid. | | | 25 | | 75 |
| 39. I am satisfied with the RPIE volunteer tutoring program. | 4th | 14 | 57 | 15 | 14 | |
| | Mid. | 14 | | | | 86 |

| Item | | Percentage of Teachers Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 40. Other teachers in this school who have worked with tutors are generally satisfied with the RPIE volunteer tutoring program. | 4th | | 43 | 29 | 14 | 14 |
| | Mid. | | 14 | | | 86 |
| 41. The RPIE volunteer tutoring program has had good leadership this year. | 4th | 50 | 33 | | | 17 |
| | Mid. | 50 | 25 | | | 25 |
| 42. The RPIE volunteer tutoring program should be tried again next year. | 4th | 33 | 50 | | | 17 |
| | Mid. | 25 | 50 | | | 25 |
| 43. Most of the students who were tutored this year need to have a tutor again next year. | 4th | | 83 | | | 17 |
| | Mid. | 50 | | | | 50 |
| 44. I would like to have volunteer reading tutors for some of my students again next year. | 4th | 33 | 50 | | | 17 |
| | Mid. | 100 | | | | |

Items requiring a written response. The teacher assessment instrument contained five items which provided teachers with an opportunity to construct their own response. The first item asked that teachers describe the ways they had worked with tutors during the year. Four of the seven fourth grade teachers wrote an answer. One said she had "talked twice" to one of the tutors. One said, "I gave some ideas about areas needing to be covered." The other two indicated that they had had periodic brief conferences with tutors to talk about students' progress and to make suggestions about materials. One middle school teacher said she had provided "use of classroom" for tutoring. No other middle school teacher described any contacts with tutors.

The second open-ended item for teachers asked what reading or teaching materials tutors should use to do "the best possible job of tutoring students in reading." Four fourth grade teachers responded. Their remarks indicated that they would approve any materials which interested the student and reinforced the skills the child needed to develop. Two teachers of seventh graders responded. One said, "Not sure" and the other said, "Subject matter according to field."

In response to a question about the best feature of the RPIE volunteer tutoring program, four fourth grade and four middle school teachers wrote a comment. One fourth grade teacher said the student had made some progress; the other three indicated that the one-to-one relationship with the tutor had increased the self-confidence and self-concept of tutored students. One middle school teacher said the best feature of the program was "getting 'outsiders' working in our schools." The other three commented that they were unfamiliar with the program and therefore could not comment on it.

Teachers were asked what problems, if any, had been "caused by having volunteer tutors in the school." Only three fourth grade teachers replied, and two said there were no problems. One said, "My volunteer did not always show up during the latter part of the year." Three middle school teachers said there were no problems and one said, "I'm not familiar with the program."

Three fourth grade teachers commented when asked how the tutoring program could be improved. One said, "Everything was fine." One said there should be more tutors, including some who would tutor in math.

One teacher wanted "more interaction between the volunteer and the teacher." Five middle school teachers suggested improvements: one asked for more tutors and four indicated that teachers should receive more communication about the program.

Interviews with Principals and Teachers

Following administration of assessment instruments for principals and teachers on May 27, 1980 the evaluators met separately with fourth grade principals and teachers and with the middle school principal and teachers.

At the meeting of fourth grade teachers and principals those in attendance said that the tutoring program should begin in September. Information about student academic performance, attendance, reading weaknesses, and family situation should be provided by the teacher who had the student during the prior year. They expressed reservations, however, about the ability of teachers to find time to communicate with tutors about student progress when they had no planning period during the day. They argued strongly for provision of released time so that they could meet with tutors to exchange information.

Apparently the attendance record of tutors was excellent. They were reliable and came when expected.

The fourth grade teachers wished the tutors would tutor students in math as well as in reading. They felt that students could be given flash cards or math games to help them review their addition and multiplication facts. This might take only a brief period of time during the tutoring session, but would be very helpful to both students and teachers.

In an effort to suggest ways to improve communication between teachers and tutors, the teachers said the tutors might provide them with a check-sheet which would help teachers assess student progress in the tutoring session from the tutor's perspective. The check-sheet might include such information as:

(1) a reading comprehension score from an earlier tutoring session compared with a comprehension score taken at a later date,

(2) number of words on some list spelled correctly at an early session compared with number correct at a later session,

(3) number of addition facts answered correctly at an early tutoring session compared with number correct at a later session,

(4) number of multiplication facts correct at an early session compared with those correct at a later session,

(5) pre- and post-tutoring scores on other measures of reading or mathematics performance.

In order to increase the number of tutors available for fourth graders, teachers expressed interest in having eighth graders walk over from Lenoir City Middle School or having high school students transported to the elementary schools to assist as tutors. They emphasized that one would not need to seek out the top students to do tutoring because even the average student could be very helpful to a younger student. Same-age tutoring also was considered.

With regard to student progress in reading and other subjects, the teachers were not convinced that tutoring had actually improved academic performance, but they certainly believed that self-concept had been improved.

The teachers and principal at the middle school were concerned because there were more students who needed tutoring than had been served with the limited number of tutors available. The teachers said that there had been a poor match between those who needed reading tutoring and those who actually received it. They felt that those students who had been chosen for tutoring were behavioral problems rather than poor readers.

The middle school faculty denied the contention of some of the seventh grade students that they had asked to be tutored in math, not reading. The principal speculated that the students simply changed their minds about their needs during the course of the school year. The evaluators suggested that student and tutor opinion be assessed at mid-year. Then tutoring might be stopped for those who did not want to continue, or the tutoring sessions might be made more relevant to students' needs.

Some interest was expressed in having tutors at the fifth grade level at the middle school during 1980-81 rather than at the seventh grade level.

Although the middle school faculty was quite interested in ob-

taining a larger number of volunteer tutors, they expressed doubt that parents would volunteer because so many were employed. A lengthy discussion ensued concerning the use of same-age tutors under the supervision of a teacher. Problems noted included the fact that to leave its class in order to tutor students in lower groups. The evaluators pointed out that students with the highest ability would not necessarily make the best tutors, so that even average readers or math students should be considered as tutors for those students who most needed help.

Finally, it should be pointed out that the teachers who were not directly involved as English teachers for the tutored students did not even know who was being tutored. Therefore, they could not answer the questions posed by the evaluators with any real confidence. These teachers should have been kept fully informed of the program during the school year.

Tutors' Assessment of RPIE Tutoring Experience

On May 27, 1980 the evaluators met with ten of thirteen RPIE volunteer tutors and administered the instrument "Tutor Assessment of RPIE Tutoring Experience." This assessment instrument contained 42 statements accompanied by a five-point response format: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure. Seven of the tutors worked with fourth grade students and three worked with students in the seventh grade. Responses for tutors of fourth and seventh grade students were sufficiently different to report their responses separately.

Tutor training. The first set of items was related to tutor perceptions of their training for the job of reading tutor.

All of the tutors felt that the Laubach trainers had given them enough training to do their work as reading tutors. Just 30 percent of the tutors preferred several training sessions during the year to one session at the beginning of the year, and all of these were tutors of seventh graders. None of the fourth grade tutors preferred having several sessions during the year.

Seventy percent of the tutors agreed that they knew how to help students improve reading skills. This statement could be construed as an indication of general approval of the training tutors

had received. Moreover, not one of the tutors felt that on-the-job supervision by school personnel would have increased their effectiveness.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Disagree | Sure |
| 1. The Laubach trainers gave me enough training to do my work as a reading tutor. | 4th | 16 | 84 | | | |
| | 7th | 67 | 33 | | | |
| 2. Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | 4th | | | 71 | | 29 |
| | 7th | 33 | 67 | | | |
| 3. I know how to help a student improve his/her reading skills. | 4th | | 71 | | | 24 |
| | 7th | | 67 | | | 33 |
| 4. I could have been a more effective tutor if school personnel had given me more on-the-job supervision. | 4th | | | 57 | 29 | 14 |
| | 7th | | | 67 | | 33 |

Tutor-staff relationships. A second set of items dealt with relationships between tutors and school personnel. Seventy percent of the tutors said they had talked often with the teacher about the specific learning needs of the student. The two tutors who had not talked with the teacher were tutors of fourth graders.

Forty-four percent of the tutors said teachers had suggested materials for them to use with students. Two-thirds of the tutors of seventh grade students provided this response, but only one-third of the tutors of fourth graders said this.

Tutors at both levels were satisfied with the recognition they had received from the school system for their work as tutors.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 5. I often talk with the teacher about the specific learning needs of the student. | 4th | 29 | 43 | 14 | 14 | |
| | 7th | | 67 | | | 33 |
| 6. The teacher has suggested materials for me to use with the student. | 4th | | 33 | 33 | 33 | |
| | 7th | | 67 | | 33 | |
| 7. I am satisfied with the recognition I have received from the school system for my work as a tutor. | 4th | 43 | 57 | | | |
| | 7th | 33 | 67 | | | |

Tutors' teaching methods and materials. A third set of tutor assessment items was designed to obtain tutors' opinions of the teaching methods and materials they were using in the tutoring sessions with students. All tutors agreed that they understood how to use the Laubach Reading Materials and all believed the Laubach materials to be effective teaching tools for tutors to use.

Tutors were divided in their opinions about the most effective materials to use for reading practice in the tutoring sessions. There were inconsistencies in the differences by grade level, but while 30 percent of all tutors favored the use of practice reading materials obtained from the classroom, 60 percent felt tutors could help students most by using for reading practice materials that were not available in the classroom.

All tutors had found the Laubach workbooks to be helpful in teaching reading skills. Eighty percent of the tutors said they had been able to select the level of reading materials that was best for the student, while 20 percent were not sure that they had hit the target. Seventh grade tutors were more enthusiastic about the effectiveness of the Laubach written exercises than were tutors of fourth graders: two-thirds of the tutors of seventh graders strongly agreed, and all agreed,

that the written exercises had been effective, while one of the fourth grade tutors said the written exercises had not been effective and one was not sure.

Sixty percent of the tutors felt that they knew how to evaluate students' reading progress, but 40 percent were unsure of this ability.

Most (80%) tutors disagreed with the statement that they had spent too much time teaching technical skills and too little time on reading practice. One seventh grade tutor, however, agreed with the statement.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 8. I understand how to use the Laubach Reading Materials. | 4th | 29 | 71 | | | |
| | 7th | | 100 | | | |
| 9. The Laubach Reading Materials are effective teaching tools for tutors like myself to use. | 4th | 29 | 71 | | | |
| | 7th | | 100 | | | |
| 10. Tutors can help students most by using for reading practice materials that teachers are using in the classroom. | 4th | | 14 | 14 | | 71 |
| | 7th | | 67 | 33 | | |
| 11. Tutors can help students most by using for reading practice materials that are <u>not</u> available in the classroom. | 4th | | 57 | | | 43 |
| | 7th | 33 | 33 | 33 | | |
| 12. The Laubach workbook has been effective in helping me teach reading skills. | 4th | 29 | 71 | | | |
| | 7th | | 100 | | | |

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 13. I have been able to select the level of reading materials that is best for the student. | 4th | 14 | 71 | | | 14 |
| | 7th | | 67 | | | 33 |
| 14. The written exercises I have used have been effective in helping me teach reading skills. | 4th | | 71 | 14 | | 14 |
| | 7th | 67 | 33 | | | |
| 15. I know how to evaluate the student's reading progress. | 4th | | 57 | | | 43 |
| | 7th | | 67 | | | 33 |
| 16. I have spent too much time teaching technical (reading) skills and left too little time for the student just to practice reading. | 4th | | | 71 | 14 | 14 |
| | 7th | | 33 | 67 | | |

Tutoring sessions. A series of items was designed to assess tutors' perceptions regarding the operational details of tutoring. All tutors said they arrived when expected for tutoring sessions. Seventh grade tutors were much more decisive than fourth grade tutors in their positive response to the item concerning the planning of work for the tutoring session. Two of three tutors of seventh graders strongly agreed that the student helped in planning the session; all agreed. One of the fourth grade tutors disagreed with this statement.

Apparently tutors of seventh grade students had more trouble finishing the work planned for tutoring sessions than did tutors of

fourth graders. Two-thirds of the seventh grade tutors confessed to having this trouble while more than 85 percent of the fourth grade tutors did not perceive finishing the planned agendum to be a problem.

All tutors said they enjoyed talking with their tutored student. Tutors of seventh graders were somewhat more enthusiastic in their response to this item than were tutors of fourth graders.

One seventh grade tutor expressed the opinion that the tutored student had trouble understanding what the tutor said about the student's work. Eighty percent of all tutors perceived no difficulty in communicating with tutored students.

All tutors agreed that the tutored students had helped their tutors in some way.

All tutors said they liked the student with whom they worked. Seventh grade tutors expressed stronger positive feelings for students than did fourth grade tutors. All tutors said they were interested in what students had to say, but again seventh grade tutors were somewhat more enthusiastic in this response than were tutors of students in the fourth grade.

Apparently there was a good match between tutors and students from the tutors' perspective. No tutor was willing to say they could have done a better job if they had worked with a different student.

One seventh grade and one fourth grade tutor believed their students were bored during tutoring sessions, but 80 percent of all tutors did not agree that this was the case.

One of the seventh grade tutors felt she would have been more effective with a student at a different grade level, but 90 percent of all tutors and 100 percent of the fourth grade tutors indicated satisfaction with the grade level of the student they had tutored.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 17. I usually arrive for my tutoring session when I am expected. | 4th | 71 | 29 | | | |
| | 7th | 100 | | | | |

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 18. The student and I usually plan together the work we will do during each tutoring session. | 4th | | 86 | 14 | | |
| | 7th | 67 | 33 | | | |
| 19. We usually have trouble finishing the work planned for the tutoring session. | 4th | | 14 | 71 | 14 | |
| | 7th | 33 | 33 | 33 | | |
| 20. I enjoy talking with the student. | 4th | 43 | 57 | | | |
| | 7th | 67 | 33 | | | |
| 21. The student has trouble understanding what I say about her/his work. | 4th | | | 71 | 14 | 14 |
| | 7th | | 33 | 67 | | |
| 22. The student has helped me in some way. | 4th | 29 | 71 | | | |
| | 7th | 33 | 67 | | | |
| 23. I like the student with whom I work. | 4th | 57 | 43 | | | |
| | 7th | 100 | | | | |
| 24. Most of the time I am interested in what the student has to say. | 4th | 43 | 57 | | | |
| | 7th | 67 | 33 | | | |

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 25. I could have done a more effective job if I had worked with a different student. | 4th | | | 71 | 29 | |
| | 7th | | | 100 | | |
| 26. The student seems bored during the tutoring sessions. | 4th | | 14 | 71 | 14 | |
| | 7th | | 33 | 67 | | |
| 27. I could have done a more effective job if I had tutored a student at a different grade level (that is, an older or younger student than the one I had). | 4th | | | 71 | 29 | |
| | 7th | | 33 | 67 | | |

Site for tutoring. Thirty percent of the tutors agreed that they had had trouble finding a good place for their tutoring sessions. Apparently 70 percent of the tutors were satisfied with the site for tutoring, however.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 28. The student and I have had trouble finding a good place for our tutoring sessions. | 4th | | 29 | 57 | 14 | |
| | 7th | | 33 | 67 | | |

Impact of tutoring experience on students. Several items were designed to assess tutors' perceptions of the impact of tutoring on the tutored students.

Ninety percent of the tutors believed they had helped to improve the reading skills of the students with whom they had worked. Half thought the students were more interested in reading than they were before tutoring, but 40 percent were not sure of this, and one seventh grade tutor did not feel the tutoring experience had given the student more interest in reading.

Forty percent of the tutors said tutoring had improved interest in school, though one seventh grade tutor disagreed.

No seventh grade tutors thought tutoring had improved student attendance, and only 20 percent of the fourth grade tutors thought this was the case. One fourth grade tutor thought tutoring had improved student behavior, but most (67%) tutors were not sure of this. Thirty percent of the tutors were willing to say that tutoring had improved the students' achievement on subjects other than reading.

Sixty percent of the tutors believed the tutoring experience had made tutored students feel better about themselves, but 40 percent were unsure.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 29. I have helped to improve the reading skills of the student with whom I work. | 4th | 14 | 86 | | | |
| | 7th | | 67 | | | 33 |
| 30. The tutoring experience has made the student more interested in reading. | 4th | 14 | 43 | | | 43 |
| | 7th | | 33 | 33 | | 33 |

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 31. The tutoring experience has made the student more interested in school. | 4th | 14 | 29 | | | 57 |
| | 7th | | 33 | 33 | | 33 |
| 32. The tutoring experience has improved the student's attendance record. | 4th | 14 | 14 | 14 | | 57 |
| | 7th | | | 33 | | 67 |
| 33. The tutoring experience has improved the student's behavior. | 4th | 17 | | 17 | | 67 |
| | 7th | | | 33 | | 67 |
| 34. The tutoring experience has improved the student's achievement in subjects other than reading. | 4th | 14 | 14 | | | 71 |
| | 7th | | 33 | | | 67 |
| 35. The tutoring experience has made the student feel better about herself/himself. | 4th | 14 | 57 | | | 29 |
| | 7th | | 33 | | | 67 |

Overall program impact. The final set of tutor assessment items dealt with the overall effectiveness and impact of the RPIE program.

All seventh grade tutors and 71 percent of the tutors of fourth graders thought the RPIE program had helped to build better relationships between school and community.

Two-thirds of the tutors of seventh graders felt that they had not spent enough time with the students to improve reading skills very much, but 84 percent of the fourth grade tutors disagreed.

All tutors expressed satisfaction with the RPIE program leadership. All felt the program should be continued during 1980-81 (86% of the

fourth grade tutors and 33% of the seventh grade tutors agreed that the program should be continued).

Seventy percent of the tutors believed the student they had tutored needed to have a tutor again the following year; one seventh grade tutor disagreed.

All seventh grade tutors and 60 percent of all tutors said they would like to serve as volunteer tutors the following year; 57 percent of the fourth grade tutors were not sure that they would like to tutor again. The tutors expressed mixed feelings about tutoring the same student for another year. Not one of the seventh grade tutors wanted to tutor the same student again, but two of three were unsure of their response. Fifty-seven percent of the fourth grade tutors expressed interest in working with the same student the following year.

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 36. The RPIE volunteer tutoring program has helped to build better relationships between school and community. | 4th | | 71 | | | 29 |
| | 7th | | 100 | | | |
| 37. I have not spent enough time with the student to improve reading skills very much. | 4th | | 16 | 84 | | |
| | 7th | | 67 | 33 | | |
| 38. The RPIE volunteer tutoring program has had good leadership this year. | 4th | 100 | | | | |
| | 7th | 67 | 33 | | | |

| Item | | Percentage of Tutors Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 39. The RPIE volunteer tutoring program for students should be tried again next year. | 4th | 86 | 14 | | | |
| | 7th | 33 | 67 | | | |
| 40. The student I tutored needs to have a tutor again next year. | 4th | 43 | 29 | | | 29 |
| | 7th | | 67 | 33 | | |
| 41. I would like to serve as a volunteer tutor again next year. | 4th | 43 | | | | 57 |
| | 7th | 33 | 67 | | | |
| 42. If I could serve as a tutor again next year, I would like to tutor the same student I tutored this year. | 4th | 14 | 43 | 14 | 14 | 14 |
| | 7th | | | 33 | | 67 |

Items requiring a written response. Tutors were asked to respond in their own words to five items. The first item requested a description of the ways tutors had worked with teachers of tutored students. Six of the seven fourth grade tutors and all seventh grade tutors provided a written answer.

Five of the six fourth grade tutors said they had talked with a teacher: one specified that personal problems of the student were discussed; the others indicated that academic concerns were the topic of discussion. One tutor said she had asked for the "teacher's opinion" but had not received "a very satisfactory answer."

One of the three seventh grade tutors said the English teacher had made suggestions and loaned the tutor a student book to use in the tutoring sessions. Two of the seventh grade tutors had had no contact

with seventh grade teachers; one of these said that it had not been necessary to talk with the student's teachers.

A second question asked what kinds of help, if any, the tutor had needed but not received from school personnel (teachers, principal, RPIE director, etc.). All tutors wrote some response, and 90 percent were positive. Most said they had not needed any assistance that was not provided; one said "Everyone was kind and helpful." But one fourth grade tutor said she had "no help at all from teachers."

A third question asked tutors to specify the kinds of reading materials that seemed to be most helpful in assisting students to improve in reading. All fourth grade tutors and two of three seventh grade tutors provided a written response. Two fourth grade tutors found the Laubach materials most helpful, two mentioned crossword puzzles, and two liked the combination of Laubach materials and the word puzzles developed by the Project Director. One fourth grade tutor said, "Maps, magazines, pictures, and articles related to lesson material."

One seventh grade tutor said the student did not need much help in reading so she asked the student to bring textbooks used in school for reading practice in the tutoring sessions. The other seventh grade tutor said the student brought books from the school library for use in reading practice.

All tutors answered the question, "What has been the BEST thing about the RPIE volunteer tutoring program?" Seven of the ten tutors said the one-to-one relationship with the student was the best thing about the program; three expressed the feeling that this relationship had given the student a feeling of importance and security. Three tutors said the tutoring experience had been helpful to them, had made them feel important and needed by someone outside their own families.

Eight of the ten tutors wrote an answer when asked how the RPIE program could be improved, but five of the eight indicated that no improvement was necessary. Two fourth grade tutors said more volunteers were needed so that more children could be tutored. One seventh grade tutor said more suggestions were needed for helping students "who can read but have a short attention span." A second seventh grade tutor requested suggestions for using "student books to help them keep up with their class work."

Interviews with Tutors

Following administration of the "Tutor Assessment of RPIE Tutoring Experience" to the ten tutors on May 27, 1980, the evaluators talked with the tutors about their reactions to items contained in the instrument as well as issues not addressed therein. The substance of that discussion is summarized in the following paragraphs.

Tutors expressed the wish that they could have been provided very early in the year with pertinent information about the students being tutored. Such information should have included:

(1) behavioral problems, health concerns, physical handicaps;

(2) any family situations that might have an impact on the child's performance in school;

(3) grades in all subjects;

(4) attendance;

(5) detailed information about reading deficiencies.

The tutors were quite interested in having more contact with teachers in order to find out more about (1) their student's needs which might be addressed during the tutoring sessions, and (2) any progress which the teacher observed that might be attributed to the tutoring experience. The tutors expressed real concern that they had not received any feedback throughout the year regarding their impact on the student's behavior and classroom performance.

Two of the reading tutors volunteered to tutor in mathematics. They said they felt they were capable of tutoring in reading or math, but preferred to work with students in math.

The problem of enlisting the cooperation of seventh graders in tutoring was discussed. The students earlier had expressed frustration because they had volunteered for tutoring in mathematics but had received instead tutoring in reading. The students were also concerned because the Laubach reading materials were too easy for them, and they said the tutors did not seem to be sufficiently interested in finding alternative reading materials that would keep them interested. The tutors felt that there should be a much better match between tutoring needs of students and the kind of tutoring to be

offered. There should also be a periodic check (at least at mid-year) to determine whether the needs of students were being addressed by the tutors. If these needs were not being met, perhaps the tutoring should cease.

There was some discussion about tutor contact with parents. The recommendation of most of the tutors was that at the beginning of the year a letter be sent from tutor to parent describing what would be taking place in tutoring sessions during the year and including an offer to confer with the parents at any time. The letter should include the name, address, and phone number of the tutor so that the parent could make the initial contact. If the tutor did not hear from the parent, the tutor would assume that the parent preferred not to confer with the tutor, and would respect that decision.

The tutors expressed concern that the Project Director spent a good deal of time meeting every tutor every time a tutoring session was to take place. The tutors did not feel it was necessary for the Project Director to make every tutoring session. They felt that after an initial introduction to the school, they could make their way on their own without his assistance. This is not to say that they did not need any further contact with the Project Director. On the contrary, they welcomed the information that he was able to give them about the students. This information, however, could have been supplied by the teachers who knew the students best.

Some of the tutors came in for the May 27 meeting saying to each other, "I haven't seen you since our training session in the Fall." All of the tutors seemed to be interested in having additional opportunities to get together during the year just to talk about their experiences as tutors. They also wanted to meet with teachers. The evaluators suggested that released time for teachers could be used to provide quarterly or at least semi-annual meetings of tutors and teachers. The meetings would be informal, with refreshments, and combine social interaction with information about students' performance and needs.

The tutors were concerned, as was everyone else connected with the program, that there were not enough tutors to tutor all of those students who needed tutoring. The tutors suggested that parents be recruited, but

no parent should tutor his or her own child. The parent should tutor at a different school, or at least at a different grade level, from that of his or her children.

In response to a question about the appropriateness of the Laubach materials, the tutors said they used the materials as a guide for what they did in the tutoring sessions; then they brought in newspapers and magazines that contained stories related to the Laubach themes. Tutors of seventh grade students used library books chosen by the students, and textbooks, and just permitted the students to read, then tested for comprehension.

The tutors were unanimous in their feeling that, regardless of whatever impact they might have had on the students' academic performance, they had helped to increase the self-esteem of the student due to the one-to-one relationship established during tutoring.

Student Assessment of RPIE Tutoring Experience

On May 15, 1980 the evaluators met with four tutored students at Nichols School, five at West Hill School, and four at Lenoir City Middle School to talk with the students about their experiences in the RPIE program and to administer the instrument "Student Assessment of RPIE Tutoring Experience." This instrument contained 26 statements accompanied by a five-point response format: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure. Responses of fourth and seventh graders are treated separately in the following discussion.

Students' feelings about tutors. Several student assessment items dealt with students' feelings about their tutors. Ninety percent of the tutored fourth graders, but only one-third of the tutored seventh graders, said they liked to talk with their reading tutors. Just 10 percent of the fourth graders, but half of the seventh graders said it was boring to be with their tutors. Eighty-nine percent of the fourth graders and 75 percent of the seventh graders said, "I like my tutor." Only 10 percent of the fourth grade students and 25 percent of the seventh grade students felt they would have learned more if they had had some other person as their tutor. Seventy percent of the fourth graders, but not one of the seventh graders, expressed the desire to have the same reading tutor during 1980-81 as they had in 1979-80.

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 1. I like to talk to my reading tutor. | 4th | 70 | 20 | 10 | | |
| | 7th | 33 | | | | 67 |
| 2. It is boring to be with my tutor. | 4th | 10 | | 50 | 40 | |
| | 7th | 25 | 25 | 25 | | 25 |
| 3. I like my tutor. | 4th | 89 | | 11 | | |
| | 7th | | 75 | | | 25 |
| 4. I would have learned more if I had had some other person as my reading tutor. | 4th | 10 | | 50 | 40 | |
| | 7th | | 25 | 25 | | 50 |
| 5. I would like to have the SAME reading tutor next year that I have this year. | 4th | 70 | | | 10 | 20 |
| | 7th | | | 50 | 25 | 25 |

Quality of experience in tutoring sessions. A second set of items for students dealt with their assessment of the quality of certain experiences in the tutoring sessions.

Ninety percent of the fourth graders and all the seventh graders said they understood most of the time what the tutor said to them about their work. Ninety percent of the fourth graders and 75 percent of the seventh graders felt that their tutor listened to what they had to say. Apparently most students were satisfied with the amount of time allocated for tutoring: only 10 percent of the fourth graders and 25 percent of the seventh graders indicated that their tutor did not spend enough time with them.

Ninety percent of the fourth graders, but only one-third of the

seventh graders, were willing to say that their tutor made it "fun" for them to read. Most students (100% of the fourth graders and 75% of the seventh graders) seemed satisfied that the tutors knew what to do to help them learn to read, but one seventh grader felt strongly that this was not the case.

Eighty percent of the fourth grade tutored students and half of those tutored at the seventh grade level expressed approval of the books and other materials brought by tutors. Response percentages for the two groups were much more similar (80% approval by fourth graders and 75% approval by seventh graders) for the item "I like to do the written lessons my tutor brings."

Seventy percent of the fourth graders had the perception that their tutor taught them things they would not learn in school, but not one of the seventh graders considered this to be the case.

No tutored student expressed the perception that student and tutor often had trouble finishing the work they needed to do when they were together. Only one fourth grader and one seventh grader felt that too much time was spent on reading skills and not enough on reading practice. Ninety percent of the fourth graders and half of the seventh graders said their tutor showed them how to use reading skills in their life outside school.

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 6. Most of the time I understand what my tutor says to me about my work. | 4th | 50 | 40 | | | 10 |
| | 7th | | 100 | | | |
| 7. My tutor listens to what I have to say. | 4th | 60 | 30 | | 10 | |
| | 7th | 25 | 50 | | 25 | |
| 8. My tutor does not spend enough time with me. | 4th | 10 | | 70 | 10 | |
| | 7th | | 25 | 50 | 25 | |

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 9. My tutor makes it fun for me to read. | 4th | 80 | 10 | | 10 | |
| | 7th | | 34 | | 33 | 33 |
| 10. My tutor does not know what to do to help me learn to read. | 4th | | | 60 | 40 | |
| | 7th | 25 | | 75 | | |
| 11. I like to read the books and other materials my tutor brings. | 4th | 50 | 30 | | 20 | |
| | 7th | | 50 | 25 | 25 | |
| 12. I like to do the written lessons my tutor brings. | 4th | 50 | 30 | | 20 | |
| | 7th | | 75 | | 25 | |
| 13. My tutor teaches me things I would not learn in school. | 4th | 30 | 40 | 10 | 20 | |
| | 7th | | | 75 | 25 | |
| 14. My tutor and I often have trouble finishing the work we need to do when we are together. | 4th | | | 70 | 30 | |
| | 7th | | | 25 | | 75 |
| 15. When we are together my tutor talks so much about reading skills that I don't have enough time just to read. | 4th | 10 | | 50 | 40 | |
| | 7th | | 25 | 50 | | 25 |

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 16. My tutor shows me how to use reading skills in my life outside school. | 4th | 60 | 30 | | 10 | |
| | 7th | | 50 | 50 | | |

Site for tutoring. Seventy percent of the fourth graders and half of the seventh graders agreed that "My tutor and I have a good place to work together."

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 17. My tutor and I have a good place to work together. | 4th | 40 | 30 | 10 | 20 | |
| | 7th | | 50 | 50 | | |

Overall program impact. A final set of items concerned student perceptions of the overall effects of the tutoring experience.

Eighty percent of the fourth grade tutored students and 75 percent of the tutored students in the seventh grade provided positive responses to the item, "My tutor helps me learn to read better." A very similar item produced somewhat different responses: 90 percent of the fourth graders, but only 50 percent of the seventh graders, agreed with the statement, "I can read better because I have had a tutor." All the fourth graders, but not one of the seventh graders, said they were reading more books on their own than they had before they had a tutor.

Ninety percent of the fourth graders, but just 25 percent of the seventh graders, said having a tutor helped them do their other school work (i.e., other than reading) better. The same percentages at each level agreed that "Having a tutor makes me feel important."

Eighty percent of the fourth graders and 50 percent of the seventh graders were willing to say that their tutor made it "more fun" for them to be at school. Ninety percent of the fourth graders, but not one of

the seventh graders, believed that having a tutor was responsible for making them "want to come to school every day."

While 70 percent of the fourth grade students said they would like to have a reading tutor again in 1980-81, not one of the seventh grade students wanted a reading tutor for the following year. Sixty percent of the fourth graders expressed interest in having a reading tutor during the summer, but none of the seventh graders wanted a tutor in the summer.

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 18. My tutor helps me learn to read better. | 4th | 80 | | | 20 | |
| | 7th | | 75 | | 25 | |
| 19. I can read better because I have had a tutor. | 4th | 70 | 20 | | 10 | |
| | 7th | | 50 | | 25 | 25 |
| 20. I am reading more books on my own now than I did before I had a tutor. | 4th | 90 | 10 | | | |
| | 7th | | | 75 | 25 | |
| 21. Having a tutor helps me do my other school work better. | 4th | 50 | 40 | | 10 | |
| | 7th | | 25 | 75 | | |
| 22. Having a tutor makes me feel important. | 4th | 70 | 20 | | 10 | |
| | 7th | | 25 | 25 | 25 | 25 |

| Item | | Percentage of Students Responding in Each Category | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 23. My tutor makes it more fun for me to be at school. | 4th | 60 | 20 | | 20 | |
| | 7th | | 50 | | 25 | 25 |
| 24. Having a tutor makes me want to come to school every day. | 4th | 90 | | | 10 | |
| | 7th | | | 25 | 50 | 25 |
| 25. I would like to have a reading tutor again next year. | 4th | 40 | 30 | | 30 | |
| | 7th | | | 25 | 50 | 25 |
| 26. I would like to have a reading tutor to help me with my reading this summer. | 4th | 30 | 30 | | 30 | 10 |
| | 7th | | | 50 | 25 | 25 |

Response differences at Nichols and West Hill. For the 26 statements on the student assessment instrument, fourth graders at West Hill School expressed more positive responses than Nichols fourth graders on 20 of the statements, similar responses on 5 of the statements, and a more negative response on 1 statement. Seven of the response differences seemed worthy of note.

Whereas 80 percent of the West Hill fourth graders strongly agreed with the statement, "My tutor helps me learn to read better," 40 percent of the Nichols students strongly disagreed with the statement.

While 100 percent of the West Hill fourth graders said they liked to do the written lessons brought by the tutor, only 60 percent of the Nichols fourth graders approved of the written lessons. The same percentage of students at each school agreed with the statement, "My tutor makes it more fun for me to be at school."

All West Hill fourth graders who were tutored during 1979-80 expressed interest in having a reading tutor again during 1980-81. Only 40 percent of the Nichols students expressed a similar interest. The same percentages at each school said they would like to have the same reading tutor during the following year as they had had during 1979-80. All West Hill fourth graders said they would like to have a reading tutor during the summer, but only 20 percent of the Nichols fourth graders expressed such interest.

Items requiring a written response. The student assessment instrument contained two items for which students were asked to provide their own answer. In response to the question "What is the BEST thing about having a reading tutor, six fourth grade students said the tutor helped them learn to read better; one said, "She was nice"; and one liked the things the tutor talked about.

Only one seventh grader provided a "BEST thing" response: the reply was, "I made a new friend."

When asked for suggestions for helping the reading tutors do a better job, most fourth graders said the tutors should come every day. One said, "Get a younger person." Two seventh graders requested "harder things" to read, and one wanted tutoring in math.

## Parents' Assessment of RPIE Tutoring Experience

On May 15, when the evaluators visited with tutored students to obtain their reactions to the RPIE program, each student was given an envelope containing a parent assessment instrument. The student was instructed to take the "Parent Assessment of Reading Tutoring for Students" (see Appendix D) home for a parent to complete and then to bring the instrument sealed in the envelope back to his or her teacher within two days. Teachers were requested to remind students who had not returned envelopes to ask their parents to complete the form. Responses were received from parents of eight of the fourteen tutored students. Un-

fortunately, half of the parents did not indicate the grade level of their child who had been tutored, so it was not possible to distinguish the responses of parents of fourth grade students from those of parents of seventh grade students.

The parent assessment instrument contained 39 statements accompanied by a five-point response format: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure.

Parent perception of tutoring sessions. The first set of items in the parent assessment instrument was designed to assess parent perceptions of the tutoring sessions in which their child had participated.

Three-fourths of the parents responding said their child often talked to them about what went on during the tutoring sessions. All parents perceived that their child liked what happened during tutoring; not one believed their child was bored. All felt they understood what was going on in the tutoring sessions. Forty-three percent of the parents said they had talked with their child's teacher(s) about the tutoring sessions, and 29 percent said they had talked with the child's tutor.

All parents agreed that their child enjoyed the reading materials used by the tutor. All had the impression that their child liked the tutor. Only one parent believed their child would have made more progress with a different tutor. Parents indicated approval of the allocation of time in the tutoring sessions by disagreeing with the notion that the tutor spent too much time teaching skills and not enough allowing the child to practice reading. No parent said their child had trouble understanding the tutor, and two-thirds of the parents felt the tutor showed their child how to use reading skills in life outside the school.

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 1. My child often talks to me about what goes on during the tutoring sessions. | 37 | 38 | 13 | 12 | |

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 2. My child likes what happens in the tutoring sessions. | 57 | 43 | | | |
| 3. My child is bored in the tutoring sessions. | | | 67 | 33 | |
| 4. I understand what goes on during the tutoring sessions. | 50 | 50 | | | |
| 5. I have talked with my child's teacher(s) about the tutoring sessions. | 29 | 14 | 29 | | 28 |
| 6. I have talked with my child's tutors about the tutoring sessions. | 29 | | 29 | 28 | 14 |
| 7. My child enjoys the reading materials the tutor uses. | 57 | 43 | | | |
| 8. My child likes the tutor. | 57 | 43 | | | |
| 9. My child would have made more progress if she/he had had a different tutor. | | 17 | 33 | 33 | 17 |

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 10. The tutor spends too much time teaching technical (reading) skills and leaves too little time for my child to practice reading. | | | 34 | 33 | 33 |
| 11. My child has trouble understanding what the tutor says about his/her work. | | | 67 | 17 | 16 |
| 12. The tutor shows my child how to use reading skills in life outside the school. | 33 | 33 | 17 | | 17 |

Tutor competence. Two items dealt with parent perceptions of tutor competence. Eighty-six percent of the parents indicated that they thought the tutor knew how to help the child improve in reading and knew what skills the child needed to work on in order to improve.

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 13. The tutor knows what to do to help my child improve her/his reading skills. | 29 | 57 | | | 14 |

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 14. The tutor knows the skills my child needs to work on (the child's special needs) in order to improve his/her reading. | 29 | 57 | | | 14 |

Site for tutoring. Most parents seemed to be satisfied with the place within the school for tutoring sessions; only one agreed that the tutor and child had trouble finding a good place to work together.

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 15. The tutor and my child have trouble finding a good place to work together at the school. | 17 | | 50 | 33 | |

Tutor effectiveness and program impact. A majority of the items in the parent assessment instrument were related to tutor effectiveness and overall program impact.

Two-thirds of the parents believed that the tutor spent sufficient time with their child to improve reading skills. Eighty-six percent believed tutoring had helped their child read better and enjoy reading more. Eighty-three percent said tutoring had increased their child's interest in reading. Seventy-two percent said their child was reading more things not required for school than before tutoring began.

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 16. The tutor does not spend enough time with my child to improve reading skills very much. | | 17 | 33 | 33 | 17 |
| 17. The tutoring sessions have helped my child read better. | 57 | 29 | | | 14 |
| 18. The tutoring sessions have helped my child enjoy reading more. | 57 | 29 | | | 14 |
| 19. The tutoring sessions have given my child more interest in reading. | 50 | 33 | | | 17 |
| 20. My child is reading more things that she/he does not have to read for school NOW than she/he did BEFORE tutoring began. | 57 | 15 | | 14 | 14 |
| 21. The tutoring sessions have given my child more interest in school. | 33 | 17 | 17 | | 33 |
| 22. The tutoring sessions have made my child want to go to school every day. | 50 | 17 | 17 | 16 | |

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 23. The tutor teaches my child things she/he would not learn in school. | 33 | 17 | 17 | 17 | 16 |
| 24. The tutoring sessions have helped my child behave better in school. | 17 | 50 | 17 | 16 | |
| 25. The tutoring sessions have helped my child do better in school subjects other than reading. | 15 | 57 | | 14 | 14 |
| 26. The tutoring sessions have helped my child feel better about herself/himself. | 33 | 50 | | | 17 |
| 27. The RPIE volunteer tutoring program has helped me to become more involved in my child's learning experiences. | 29 | 57 | | 14 | |

Half of the parents felt the tutoring sessions had given their child more interest in school; only one of the six responding to the item disagreed with this statement, while two were not sure. Sixty-seven percent said the tutoring experience had made their child want to go to school every day.

Half of the parents had the impression that the tutor taught their child things the child would not have learned in school.

Two-thirds of the parents said the tutoring sessions helped their child behave better in school. Seventy-two percent believed tutoring had helped their child do better in school subjects other than reading. Eighty-three percent had the impression that the tutoring experience had improved their child's self-concept.

Almost all (86%) parents agreed that the RPIE program had helped them become more involved in their child's learning experiences. However, only 28 percent felt that the program had given them more opportunities to talk with school personnel than they had had before. In addition, just 33 percent agreed that the program had helped to build better relationships between school and community.

Eighty-six percent of the parents thought the RPIE program should be tried again during the 1980-81 school year and felt their child needed to have a reading tutor at that time. Eighty-eight percent said they would like for their child to have a reading tutor during the next year if funding for the RPIE program continued. Eighty-four percent said they would like their child to continue with the same tutor the following year; no parent disagreed with this idea. Seventy-two percent of the parents said they would like their child to have a tutor during the summer if funding for a summer program were available.

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 28. The RPIE Volunteer tutoring program has given me more opportunities to talk with school personnel (teachers, principal, etc.) than I have had before. | 14 | 14 | 29 | 14 | 29 |

| Item | Percentage of Parents Responding in Each Category | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 29. The RPIE volunteer tutoring program has helped to build better relationships between school and community. | 16 | 17 | 17 | | 50 |
| 30. The RPIE volunteer tutoring program for students should be tried again next year. | 86 | | 14 | | |
| 31. My child <u>needs</u> to have a reading tutor again next year. | 57 | 29 | 14 | | |
| 32. If funding for the RPIE program continues I <u>would like</u> for my child to have a reading tutor again next year. | 75 | 13 | 12 | | |
| 33. I would like my child to have the SAME reading tutor next year that he/she had this year. | 67 | 17 | | | 16 |
| 34. If funding for a summer program were available, I would like my child to have a reading tutor during the summer. | 43 | 29 | 14 | | 14 |

Items requiring a written response. The parent assessment instrument contained three items for which parents were asked to provide a written response. The first item gave parents an opportunity to describe any contacts they had had with their child's reading tutor during the school year. Seven of the eight respondents provided a comment, but every one indicated that there had been no contact with the tutor. One parent said, "I have had several conferences with (my child's) teacher this year; neither she nor my child ever mentioned a tutor. So how can I answer these questions?"

The second item asked parents to describe the best thing about the RPIE volunteer tutoring program. Only four parents responded. One said "No comment," and another said, "It helped the child and the school." A third parent said the child was beginning to want to read more. A fourth said, "The tutor has helped my child in reading, spelling, writing, and especially in pronouncing words and speaking plainer."

The final item asked parents to suggest ways to improve the tutoring program. Five parents wrote an answer, but one said "No comment"; a second said, "I really don't know that much about it"; a third said, "Keep up the good work"; and a fourth said, "Just a lot more of it is all I could say." The fifth respondent said, "I would have liked to talk to the tutor before the program began."

Reference

DeGracie, James S. "Grade Level Appears to Affect the Attitudes of Students, Parents and Teachers." Pre-Post Press, Vol. 5, No. 2 (March 1980), pp. 1-2.

# CHAPTER V.

# INTERPRETATION OF DATA

## Quantitative Indicators of Student Progress

The hypotheses that tutored students would show greater gains in reading achievement, earn better grades, and miss fewer days of school than students in the nontutored comparison group were rejected.

There were no statistically significant differences between mean gains in California Achievement Test Vocabulary, Comprehension, and Total Reading scores for tutored and nontutored comparison students between April 1979 and April 1980. Apparently tutoring had no demonstrable influence on the reading achievement of the fourth and seventh graders who were tutored.

There were no statistically significant differences in 1978-79 or 1979-80 social studies and math grades (the only subjects for which comparative data were available) for tutored and nontutored comparison students in the fourth grade at Nichols School (the only school at fourth grade level for which grades were provided by the Project Director). There were no significant differences in 1978-79 or 1979-80 math grades of tutored and nontutored comparison group seventh graders. Neither group of fourth graders showed any real improvement in their social studies or math grades during 1979-80, and neither group of seventh graders improved their math or history grades during that year. Based on the data available, tutoring had little or no effect on the school grades of tutored students.

There were no statistically significant differences between tutored and nontutored comparison students in the number of days they were absent in 1978-79 or in 1979-80. There was no significant change for either group from 1978-79 to 1979-80 in number of days absent. Based on statistical analyses of data on school attendance, tutoring had no effect on student absenteeism.

## Tutor Opinionaire Responses

Responses of volunteer tutors to items in the Opinionaire for Volunteers did not change significantly between September 1979 and May

1980. The experience of serving as a tutor in the Lenoir City school system apparently had no effect on the kinds of attitudes measured by the Opinionaire. The volunteers continued to express confidence in their abilities to work and communicate with persons of all ages; to say they enjoyed young people; to feel good about having an opportunity to help students learn; and to give positive marks to the Lenoir City schools, their administrators and teachers.

## Student Opinionaire Responses

The year of experience with the RPIE volunteer tutoring program had no measurable effect on fourth and seventh graders' attitudes toward self, parents, school, teachers, classmates, reading, or reading tutors, if items on the Student Opinionaire provide valid indications of such attitudes. Remarkably high correlations (.85 to 1.00) were found to exist between item scores on the Fall 1979 Student Opinionaire and those obtained from the Spring 1980 administration of the instrument. As was the case in the Fall, tutored students expressed more positive feelings about reading tutors and about reading than did their nontutored comparison or other nontutored classmates. But tutored students continued to read fewer books not required for school than either of the other groups.

Substantial majorities of principals, teachers, tutors, and parents of tutored students indicated in their assessments of the RPIE tutoring program that they felt tutoring had improved the students' self-concept. Student Opinionaire responses did not confirm this impression: there was no significant difference between the mean rating of feelings about "myself" for tutored students in May 1980 and that rating obtained from the same students in September 1979.

Fourth graders maintained their edge over seventh graders in expressing positive feelings about their teachers in May 1980. Fourth graders at West Hill School continued to exhibit more enthusiasm for school, their teachers, and reading than did fourth graders at Nichols School. Fourth graders at West Hill who were tutored expressed more positive attitudes toward school, their teachers, and reading than did tutored fourth graders at Nichols.

## Assessment of RPIE Tutoring Experience

Following the last tutoring sessions in May 1980 five groups associated

with the RPIE Project--principals, teachers, tutors, tutored students, and the parents of tutored students--completed similar instruments designed to obtain their impression of the tutoring experience. An overall assessment of program effectiveness requires a pooling of these impressions. The following sections provide a combined summary of the responses of principals, teachers, tutors, students and parents to the items contained in the assessment instruments.

## Staff Familiarity with RPIE Program

All principals at RPIE schools and 86 percent of the fourth grade teachers whose students were tutored said they knew what the RPIE tutors were doing in tutoring sessions. Only 29 percent of the middle school teachers whose seventh grade students were tutored said they knew what the tutors were doing in tutoring sessions. Just one principal and no teachers had observed a tutoring session.

Both principals and teachers were asked to describe the ways in which they had worked with tutors. Only the principal who was also a fourth grade teacher indicated that she had worked with tutors. Just four of fourteen teachers, all at the fourth grade level, said they had met with tutors to talk about student progress and make suggestions about materials. On the basis of this information, the evaluators concluded that the middle school teachers were not sufficiently apprised of what was going on in connection with the RPIE tutoring program. All teachers and administrators could increase their knowledge of the program by having an opportunity to observe a simulated tutoring session.

## Parent Familiarity with RPIE Program

Three-fourths of those parents of tutored students who completed an assessment instrument said their child often talked to them about what went on during the tutoring sessions. All felt they understood what the tutoring sessions were like. However, only 43 percent of the parents had talked with their child's teacher(s) about the tutoring sessions, and just 29 percent had talked with the child's tutor. Parent involvement in the education of their child probably could be increased if teachers and tutors offered parents an opportunity early in the school year to discuss the objectives and operational procedures of the tutoring program.

Perceptions of Tutor Training and Competence

Apparently the Laubach training program held at the beginning of the 1979-80 school year provided adequate training for the reading tutors. All tutors felt the Laubach trainers had given them enough training to do their work as reading tutors. In addition, all tutors agreed with the statement, "I understand how to use the Laubach reading materials."

Two-thirds of the principals and 71 percent of the fourth grade teachers, but only 14 percent of the middle school teachers, thought tutors had received sufficient training. The same percentages of teachers (71% fourth grade and 14% middle school) felt that tutors knew "how to help" students improve reading skills. All fourth grade students and 75 percent of the seventh grade students thought their tutor knew "what to do" to help them learn to read. Eighty-six percent of the parents felt the tutors knew "what to do" to help their child improve reading skills. Differential responses of fourth and seventh grade students and teachers provided an indication that training for tutors of seventh grade students was not as effective as that for tutors of fourth grade students. Student, teacher, and tutor comments indicated that the Laubach reading materials generally were too easy for the seventh grade students and supplementary materials had to be located.

There was some justification for a recommendation that tutor training continue throughout the school year: one-third of the principals, 30 percent of the tutors, 86 percent of the fourth grade teachers, and 43 percent of the middle school teachers said "tutors should have had several training sessions during the year." Apparently tutors felt reasonably confident of their competence in tutoring, but teachers--the professionals most concerned with the results of tutoring--were not as certain of that competence and thus were more likely to recommend additional training.

Site for Tutoring

Majorities of tutors and students (70% fourth grade tutors and students, 67% seventh grade tutors, 50% seventh grade students) were satisfied with the site within the school which had been provided for their tutoring sessions. However, 83 percent of fourth grade teachers expressed dissatisfaction with sites for tutoring at the elementary schools. When asked to identify problems associated with the tutoring program, one

principal said, "Occasionally we are cramped for space, especially if tutors change their regular time."

Two-thirds of the principals and 83 percent of the parents of tutored students perceived no particular difficulties with the locations for tutoring sessions. Those most directly concerned, i.e., tutors and students, generally were satisfied with the tutoring sites. Nevertheless, tutor and student satisfaction with tutoring sites should be assessed early in the school year and efforts should be made to locate alternative sites for tutor-student pairs expressing significant dissatisfaction.

## Details of the Tutoring Experience

Tutor-staff relationships. Neither principals nor teachers were thoroughly satisfied with the working relationship that had evolved during the year between tutors and teachers of tutored students. Two of the three principals thought this relationship was a good one; only 29 percent of the teachers agreed.

None of the principals felt that teachers and tutors talked often about student needs and progress. Less than half of the teachers said they had "talked with each tutor about the specific learning needs of her/his student." On the other hand, seventy percent of the tutors perceived that they had often talked with the teacher about specific learning needs. This suggests that a few teachers (less than half of those touched by RPIE) were responsible for most of the contacts with tutors. In fact, the fourth grade teacher-principal at West Hill School single-handedly carried out the majority of teacher-tutor contacts that were made during the Project.

Not one of the tutors agreed that he/she "could have been a more effective tutor if school personnel had given . . . more on-the-job supervision." In general, principals and teachers supported this assessment: only one principal and 14 percent of the teachers agreed with the statement about on-the-job supervision by school personnel.

All of the principals said that "teachers should be more involved in helping tutors plan their work with students," and all said they themselves would "like to be more involved" in working with the tutors. Two-thirds of the middle school teachers agreed that "teachers such as myself should be more involved in helping tutors plan their work with

students," while just 43 percent of the fourth grade teachers gave a similar response.

Responses to the foregoing assessment items and conversations with tutors and school personnel led the evaluators to conclude that while no one was interested in having school personnel tell tutors what they should be doing, both teachers and tutors would have welcomed more opportunities for mutual discussion of student needs and progress. The RPIE Project Director should find ways to bring tutors and teachers together periodically, in grade-level groupings or in individual pairs, or using a combination of both strategies.

All of the tutors expressed satisfaction with the recognition they had received from the school system. However, two-thirds of the principals and more than three-fourths of the teachers thought the system should have given the tutors more recognition for their work. If tutors and teachers were brought together more often, there would be additional opportunities for school personnel to provide tutors with the recognition they feel they deserve.

Tutor-student relationships. All principals, all fourth grade teachers, and 43 percent of the middle school teachers believed the tutors were "genuinely interested in the students."

Ninety percent of the tutored fourth graders and one-third of the tutored seventh graders said they liked to talk to their tutors. Approximately 90 percent of the fourth graders and three-fourths of the seventh graders agreed with the statement, "I like my tutor." All tutors said they enjoyed talking with their student, were interested in what the student had to say, and liked the student. All parents agreed that their child liked the tutor and liked what happened in the tutoring sessions. All principals perceived that tutored students liked their tutors.

Middle school teachers indicated a general lack of knowledge about students' reactions to the tutoring experience. In response to the item "Students like their tutors," all middle school teachers checked the "Not Sure" response. Two-thirds of the fourth grade teachers thought their students liked their tutors. The majority of teachers at both levels were unsure whether tutored students often talked to others about their experience; 86 percent of the middle school teachers checked the "Not Sure" response and not one agreed that students often talked with others, while

one-third of the fourth grade teachers checked "Not Sure" and one-third agreed that students did talk often with others about tutoring.

Only 10 percent of the fourth graders, but half of the seventh graders agreed with the statement, "It is boring to be with my tutor." Just 14 percent of the tutors of fourth graders and one-third of the tutors of seventh graders thought their student seemed bored during the tutoring sessions. No parent believed his/her child was bored during tutoring. Two-thirds of the principals did not perceive that the tutored students were bored, but teachers were not sure: all middle school teachers and 83 percent of the fourth grade teachers checked "Not Sure" in response to the statement, "Students are bored in their tutoring sessions."

Ninety percent of the fourth graders and 75 percent of the seventh graders said their tutor listened to what they had to say. Almost all of the tutored students agreed with the statement, "Most of the time I understand what my tutor says to me about my work." Tutors had similar perceptions: 85 percent of the fourth grade tutors, and 67 percent of the seventh grade tutors believed their students understood what they said to them about their work. No parent perceived that his/her child had trouble understanding the tutor. Teachers were not at all sure whether the tutored students understood their tutors: all middle school teachers and two-thirds of the fourth grade teachers checked the "Not Sure" response to this item.

All tutors agreed with the item, "The student has helped me in some way," and in response to the open-ended question "What has been the BEST thing about the RPIE volunteer tutoring program?" three of ten tutors said the tutoring experience had been helpful to them, had made them feel important and needed by someone outside their own family.

Apparently the placement of students with tutors was a relatively successful procedure: only 10 percent of the fourth grade students and 25 percent of the seventh graders felt they "would have learned more" if they had had "some other person" as their reading tutor. Moreover, not one of the tutors believed that they "could have done a more effective job" if they had "worked with a different student." No fourth grade tutor, and only one-third of the seventh grade tutors, said they "could have done a more effective job" if they had "tutored a student at a different grade level (that is, an older or younger student)." Only

17 percent of the parents felt their child "would have made more progress" with a different tutor. Teachers were uncertain: 100 percent of the middle school teachers and two-thirds of the fourth grade teachers checked "Not Sure" in response to the same item that was asked of parents.

The differences in relative satisfaction with tutoring among students at the two grade levels was quite apparent in their responses to the statement, "I would like to have the SAME reading tutor next year that I have this year": 70 percent of the fourth graders agreed but not one of the seventh graders agreed.

In general, tutor-student relationships were good; relationships between fourth graders and their tutors were noticeably better than those between seventh graders and their tutors. By and large, teachers were not aware of the real nature of tutor-student relationships. Closer tutor-teacher relationships should increase teacher awareness of these relationships.

Materials and methods used in tutoring. Seventy-two percent of the fourth grade teachers, but only 14 percent of the middle school teachers, said they were familiar with the teaching materials used by the tutors.

All principals and all tutors considered the Laubach Reading Materials to be "effective teaching tools" for tutors to use. Eighty-six percent of the fourth grade teachers agreed with the principals and tutors; however, all middle school teachers checked the "Not Sure" response when asked to assess the effectiveness of the Laubach materials. All tutors indicated that the Laubach workbook had been "effective in helping" them teach reading skills. All middle school tutors and 71 percent of the fourth grade tutors said the written exercises associated with the Laubach approach had been "effective" in helping them teach reading skills.

On a different level of analysis, majorities of the tutored students and their parents apparently were satisfied with the Laubach materials. Eighty percent of the tutored fourth graders, and 50 percent of the tutored seventh graders agreed with the statement, "I like to read the books and other materials my tutor brings." Eighty percent of the fourth graders and 75 percent of the seventh graders also liked "to do the written lessons" provided by the tutor. All parents agreed that, "My child enjoys the reading materials the tutor uses."

Tutors expressed confidence that they had been able to "select the level of reading materials that is best for the student." Eighty-five

percent of the tutors of fourth graders, and 67 percent of the tutors of seventh graders agreed that they had been able to do this. However, only 43 percent of the fourth grade teachers and 14 percent of the seventh grade teachers expressed the same level of confidence; 43 percent of the fourth grade teachers did not feel tutors had been able to assess student reading level and 14 percent were unsure, while 86 percent of the seventh grade teachers marked the "Not Sure" response.

In a related response, fourth grade teachers expressed a higher level of confidence than fourth or seventh grade tutors in tutors' ability to evaluate student reading progress. Seventy-two percent of the fourth grade teachers and 57 percent of the fourth grade tutors agreed with the statement, "Tutors ("I", for tutors) know how to evaluate student reading progress." Only 14 percent of the middle school teachers agreed with the statement, while two-thirds of the seventh grade tutors did so.

Few teachers (29% at fourth grade level and 14% at the middle school) said they had suggested materials for tutors to use with students. Fourth grade tutors shared this perception: just one-third said teachers had suggested materials. At the seventh grade level, however, there was a significant discrepancy between what teachers said, and what tutors perceived: only 14 percent of the middle school teachers indicated that they had suggested materials, while two-thirds of the seventh grade tutors said the teachers had done so.

Fifty-seven percent of the fourth grade tutors and 72 percent of the fourth grade teachers agreed that tutors could "help students most by using for reading practice materials . . . not available in the classroom." Several fourth grade tutors said they brought in magazine and newspaper articles, as well as library books, for the tutored students to read. The tutors liked the combination of Laubach materials and word puzzles developed by the Project Director. The teachers said they approved of any materials that interested the student and reinforced the skills the child needed to develop. Fifty-seven percent of the fourth grade teachers, but only 14 percent of the fourth grade tutors, favored for reading practice materials being used in the classroom.

Tutors of seventh graders expressed no clear preference for in-class or out-of-class practice reading materials: two-thirds said each kind of material was most helpful. In response to an open-ended question about reading materials one of these tutors said the student brought textbooks

to read and a second tutor said the student brought library books. Middle school teachers were not sure what source of materials they preferred either: only 29 percent favored "materials that teachers are using in the classroom" and none favored materials "not available in the classroom." (For both items the "Not Sure" response was used more often than any other by the middle school teachers.)

In summary, the Laubach Reading Materials seemed to be perceived by most tutors, students, parents, principals, and fourth grade teachers as effective teaching tools for tutors. Most middle school teachers admitted that they did not know enough about the materials to make an informed judgment about their effectiveness. Middle school teachers needed assistance in learning more about the Laubach materials and methods.

More than two-thirds of the tutors felt that they had been able to select the level of reading materials their students needed, but few of the teachers agreed with this perception.

Less than 30 percent of the teachers said they had suggested materials for tutors to use with students. Fourth grade tutors and teachers thought materials not available in the classroom were better for reading practice in the tutoring sessions than materials used in classes. Neither middle school teachers nor seventh grade tutors had a preference for the source of materials used for reading practice.

Use of time in tutoring. All principals said tutors arrived when expected, and all tutors agreed with the statement, "I usually arrive for my tutoring session when I am expected." Seventy-one percent of the fourth grade teachers, but only one-third of the middle school teachers said the tutors came when expected (two-thirds of the middle school teachers were not sure).

Apparently most students were satisfied with the amount of time allocated for tutoring: only 10 percent of the fourth graders and 25 percent of the seventh graders indicated that their tutor did not spend enough time with them. However, in response to open-ended questions, and in conversation with the evaluators, several of the fourth grade students said they wished their tutor could come every day.

All seventh grade tutors and 86 percent of the fourth grade tutors agreed with the statement, "The student and I usually plan together the work we will do during each tutoring session."

No student at either grade level agreed with the statement, "My tutor and I often have trouble finishing the work we need to do when we are together." However, two-thirds of the seventh grade tutors and 14 percent of the fourth grade tutors disagreed. Most teachers (two-thirds of the fourth grade teachers and all the middle school teachers) said they were "Not Sure" if tutors often had trouble finishing tutoring sessions on time.

Apparently most of those concerned were relatively satisfied with the mix of time for reading practice and time spent on the teaching of technical skills during the tutoring sessions. Only 10 percent of the fourth graders and 25 percent of the seventh graders agreed with the statement, "When we are together my tutor talks so much about reading skills that I don't have enough time just to read." Not one of the fourth grade tutors, and only one-third of the seventh grade tutors felt they had spent too much time teaching technical skills and too little on reading practice. No parent expressed dissatisfaction with the mix of time for skills and time for reading practice. No principal was dissatisfied with the allocation of time, but one of the three principals was not sure about this matter. All middle school teachers and two-thirds of the fourth grade teachers checked "Not Sure" when confronted with the statement about the allocation of time during tutoring.

Two-thirds of the seventh grade tutors, but only 16 percent of the fourth grade tutors, believed they had "not spent enough time with the student to improve reading skills very much." Parents were more satisfied with the amount of time spent in tutoring: only 17 percent agreed that "not enough time" had been spent to improve reading skills. Likewise, only one of the three principals, and 14 percent of the fourth grade teachers felt that tutors had spent insufficient time with students to improve their reading skills. One hundred percent of the middle school teachers checked "Not Sure" as their response for this item.

To summarize the use of time in tutoring, most of those concerned felt that the tutors arrived for their tutoring sessions at the time they were expected. Approximately 80 percent of the students believed their tutor spent enough time with them, through some of the fourth graders wished their tutor could come every day. Majorities of every group except seventh grade tutors and middle school teachers (all of whom were

unsure) felt that tutors had spent sufficient time with students to improve their reading skills.

Students did not perceive any difficulties in finishing the work in tutoring sessions, but two-thirds of the seventh grade tutors said they had trouble finishing the work they needed to do during the sessions. Teachers did not know if tutors had trouble finishing tutoring sessions on time. Seventh grade tutors needed more help than they received, and middle school teachers, especially, needed more information about the details of the tutoring sessions. The need for more information for teachers was underscored by yet another finding: majorities of every other group were satisfied with the allocation of time during tutoring to reading practice and to the teaching of technical reading skills, but more than three-fourths of the teachers felt they had insufficient knowledge to assess how time during tutoring was being allocated.

Overall Assessment of the Tutoring Program

Use of reading skills outside school. Apparently tutors did a creditable job of relating reading skills to their usefulness in everyday activities: 90 percent of the fourth graders and 50 percent of the seventh graders agreed with the statement, "My tutor shows me how to use reading skills in my life outside school." Two-thirds of the parents of tutored students agreed that, "The tutor shows my child how to use reading skills in life outside the school."

Seventy percent of the fourth grade students and half of the parents, but not one of the seventh grade students, were willing to say that the tutors taught the students things they "would not learn in school."

Impact of tutoring on students' reading. Ninety percent of fourth graders, but only one-third of seventh graders, agreed with the statement, "My tutor makes it fun for me to read." Eighty-six percent of the parents expressed the feeling that tutoring had helped their child "enjoy reading more."

All fourth graders, but not one seventh grader, said they were reading more books on their own than they had before they had a tutor. Seventy-two percent of the parents believed their child was reading

more things that were not required for school than was the case before tutoring began.

Eighty percent of the fourth graders and 75 percent of the seventh graders were in agreement that their tutor had helped them "learn to read better." Ninety percent of the fourth graders and half the seventh graders expressed agreement with the statement, "I can read better because I have had a tutor." Eighty-six percent of the parents believed tutoring had helped their child "read better." All tutors of fourth graders and two-thirds of the tutors of seventh graders agreed with the statement, "I have helped to improve the reading skills of the student with whom I work." All of the fourth grade teachers and two of the three principals involved in the RPIE Project believed tutoring had "helped the students improve their reading skills." All of the middle school teachers, and one of the three principals, marked the "Not Sure" response for this item.

Fifty-seven percent of the fourth grade tutors perceived that tutoring had "made the student more interested in reading," but 43 percent were unsure of this. Only one-third of the seventh grade tutors thought tutoring had improved interest in reading; one-third disagreed, one-third said "Not Sure." Eighty-three percent of the parents of tutored students were willing to say tutoring had increased their child's interest in reading. Two-thirds of the principals, and 83 percent of the fourth grade teachers, agreed that tutoring had given the students more interest in reading; however, one principal, and all middle school teachers, checked the "Not Sure" response.

While the tutoring experience was obviously more positive for fourth graders than for seventh graders, majorities of all students who were tutored believed tutoring had helped them improve in reading. Most parents and tutors agreed with this assessment, as did two of three principals and most fourth grade teachers. One principal and all the middle school teachers apparently knew too little about the program to assess its impact.

Impact of tutoring on students' school performance other than reading. Ninety percent of the fourth graders, but just 25 percent of the seventh graders, said having a tutor helped them do their "other school work better." Seventy-two percent of the parents perceived that tutoring had helped their child "do better in school subjects other than reading."

Seventy percent of all tutors were unsure what impact tutoring had had on achievement in other subjects, but 28 percent of the fourth grade tutors, and one-third of the seventh grade tutors thought tutoring had improved achievement in subjects other than reading. Only one-third of the fourth grade teachers believed tutoring had improved student achievement in other subjects; one fourth grade teacher disagreed with that assessment, half were not sure, and all middle school teachers were unsure. Two principals disagreed that achievement in other subjects had been affected favorably, and one was not sure.

Eighty percent of the fourth graders and half of the seventh graders felt that their tutor made it "more fun" for them to be at school. Half of the parents said tutoring had given their child "more interest in school." Just 43 percent of the fourth grade tutors, and one-third of the seventh grade tutors, said tutoring had "made the student more interested in school." Most of the tutors checked the "Not Sure" response for this item. Half of the fourth grade teachers, and one of the three principals, expressed the opinion that tutoring had improved the tutored students' interest in school. Half the fourth grade teachers, all the middle school teachers, and one of the principals, were unsure of this.

Ninety percent of the fourth graders, but not one of the seventh graders, agreed with the statement, "Having a tutor makes me want to come to school every day." Two-thirds of the parents were willing to say that "The tutoring sessions have made my child want to go to school every day." Sixty percent of all tutors marked the "Not Sure" response, but 28 percent of the fourth grade tutors believed tutoring had "improved the student's attendance record." Only 20 percent of the fourth grade teachers perceived that tutoring had had a positive impact on attendance, 20 percent disagreed; 60 percent of the fourth grade teachers, as well as 100 percent of the middle school teachers, checked the "Not Sure" response. All three principals disagreed with the concept that tutoring had improved attendance.

Two-thirds of the parents of tutored students said tutoring had helped their child "behave better in school." Two-thirds of the tutors were not sure if tutoring had improved the students' behavior; just one fourth grade tutor believed tutoring had improved behavior, while one fourth grade tutor and one-third of the seventh grade tutors disagreed with this assessment. Half the fourth grade teachers and 86 percent of the middle school teachers

were not sure of the effect of tutoring on behavior; of those teachers who did have an opinion, approximately half agreed that tutoring had improved behavior and half disagreed. All three principals expressed disagreement with the statement, "The tutoring experience has improved the students' behavior."

In the opinion of those surveyed, the tutoring experience had more impact on the tutored students' reading than on any other aspect of their school performance. While most fourth graders and most parents believed that tutoring had improved student achievement in school subjects other than reading, the perceptions of most tutors and school professionals did not support this belief.

Roughly half of every group surveyed felt that tutoring had improved the tutored student's interest in school; only fourth grade students, perpetuating a trend toward more positive opinions by fourth graders, provided a more enthusiastic response. Tutors and school professionals did not perceive that tutoring had improved student attendance or behavior.

Impact of tutoring on students' self-concept. Ninety percent of the fourth graders, but just 25 percent of the seventh graders, agreed that "Having a tutor makes me feel important." Eighty-three percent of the parents indicated that tutoring had helped their child "feel better about herself/himself." Seventy-one percent of the fourth grade tutors, but only a third of the seventh grade tutors, believed tutoring had improved self-concept. Two thirds of the principals, and two-thirds of the fourth grade teachers, said the tutoring experience had made students feel better about themselves. One-third of the fourth grade teachers, and all of the middle school teachers, were unsure of the impact of tutoring on self-concept.

As has been shown in previous sections, tutoring was a much more positive experience for fourth graders than for seventh graders. Having a tutor made 90 percent of the fourth graders "feel important," but only a quarter of the seventh graders were made to feel important by the tutoring experience. Also as previously illustrated, middle school teachers did not know enough about effects of tutoring on seventh grade students to speculate about its impact on self-concept. The mean score on feelings about self expressed by tutored students on the Student Opinionaire in May 1980 did not show an improvement over the mean score on that item which was obtained from tutored students in September 1979. A measure of self-concept such as the Tennessee Self-Concept Scale should be administered to students to be

tutored, then again following the tutoring experience, to see if indeed changes do take place as a result of tutoring.

Impact of tutoring on parent involvement in children's learning. Parents seemed to want to convey as positive an impression of the RPIE volunteer tutoring program as possible in their responses to the Parent Assessment instrument. Eighty-six percent of the parents said the program had helped them to "become more involved" in their "child's learning experience." But not one of the teachers or principals perceived this to be the case.

In a related response, only 28 percent of the parents expressed the opinion that the RPIE program had given them "more opportunities to talk with school personnel" than they had had before.

Impact of RPIE Project on school-community relations. All tutors of seventh graders and 71 percent of the tutors of fourth graders expressed the belief that the RPIE Project had "helped to build better relationships between school and community." Only one-third of the parents of tutored students responded similarly to the same item. Two-thirds of the principals, and two-thirds of the fourth grade teachers, but not one of the middle school teachers (75% of whom were unsure) agreed that the tutoring program had improved school-community relationships. If it could be assumed that tutors, principals, and fourth grade teachers were in the best position to judge the impact of the RPIE program on school-community relations, then the program could be judged a success on this dimension.

Staff satisfaction with RPIE Project. All tutors agreed with the statement, "The RPIE volunteer tutoring program has had good leadership this year." Two principals agreed, one disagreed, with that statement. Eighty-three percent of the fourth grade teachers and three-fourths of the middle school teachers felt the project had had good leadership; the remaining teachers checked the "Not Sure" response.

All principals said they were satisfied with the RPIE program. Seventy-one percent of the fourth grade teachers and 14 percent of the middle school teachers expressed satisfaction with the program; the remaining 86 percent of the middle school teachers checked "Not Sure," but 29 percent of the fourth grade teachers were dissatisfied with the program.

Two of the three principals responded positively to the item, "Teachers in this school who have worked with tutors are generally satisfied with the RPIE volunteer tutoring program;" the third principal was not sure. Only 43 percent of the fourth grade teachers and 14 percent of the middle school

teachers perceived that other teachers who had worked with tutors were satisfied. Again, the remaining 86 percent of middle school teachers were unsure, but 43 percent of the fourth grade teachers apparently thought other teachers were dissatisfied.

In general, all concerned groups approved of the leadership of the RPIE Project, but some dissatisfaction with the program surfaced, principally among fourth grade teachers.

Thoughts about the future of RPIE. All tutors expressed the opinion that the RPIE Project should continue for another year. Eighty-six percent of the parents agreed, but one parent did not. All principals wanted the program to continue, as did 83 percent of the fourth grade teachers and 75 percent of the middle school teachers; the remaining teachers were unsure.

Eighty-six percent of the parents agreed with the statement, "My child needs to have a reading tutor again next year." Seventy-one percent of the fourth grade tutors, and two-thirds of the seventh grade tutors expressed the feeling that the student they had tutored needed "to have a tutor again next year." Eighty-three percent of the fourth grade teachers, and half of the seventh grade teachers agreed that, "Most of the students who were tutored this year need to have a tutor again next year." The consensus seemed to be that one year of tutoring was not enough--the first year's tutored students needed additional help for at least a second year.

Seventy percent of the fourth grade students who were tutored during 1979-80 said they would like to have a reading tutor again in 1980-81, but not one of the seventh grade students wished to continue having a tutor. Eighty-eight percent of the parents said they would like for their child to continue to be tutored for a second year.

All seventh grade tutors said they would like to volunteer to tutor again in 1980-81, but just 43 percent of the fourth grade tutors said they would do it again (57% were not sure). More than half (57%) of the fourth grade tutors, but not one of the seventh grade tutors, indicated that they would like to tutor the same student again in 1980-81. This response corresponds closely with student reactions: 70 percent of the fourth graders, but none of the seventh graders, expressed interest in having the same tutor again in 1980-81. Eighty-four percent of parents wanted their child to have the same reading tutor for the following year.

Parents and tutored students were asked to express their interest, if any, in a summer tutoring program. Seventy-two percent of the parents

favored summer tutoring in reading for their child. Sixty percent of the fourth grade students were interested in continuing their tutoring through the summer, but none of the seventh graders wanted a summer tutor.

Finally, all principals responded positively to the statement, "I would like to have volunteer reading tutors in this school again next year." All middle school teachers, and 83 percent of the fourth grade teachers (the rest were unsure), said they would like to have reading tutors for some of their students "again next year."

Responses of all groups to items on the assessment instruments provided ample justification for continuation of the RPIE volunteer tutoring program, at least at the fourth grade level (not one seventh grader wanted a tutor for the following year). Apparently even students who received tutoring in 1979-80 needed tutoring again in 1980-81. In addition, the school staff told the evaluators in conversation that there were many more students who needed a tutor in 1979-80 than had been served by the limited number of volunteers who were recruited. More than half of the tutors in the first year program were willing to continue to serve as tutors for another year.

Parent interest in summer tutoring was high, but seventh graders were not at all interested. A majority of fourth graders expressed interest in having a tutor during the summer.

"Best thing" about the program. Principals, teachers, tutors, students, and parents were asked in their respective assessment instruments to describe the "best thing" about the tutoring program. Fourth grade students said they had learned to read better. They also liked the tutors and enjoyed talking with them. One seventh grader said, "I made a new friend," but the others ignored the question.

Few parents commented when asked about the best feature of the RPIE program, but one thought the child's reading had improved and one detected an increased interest in reading on the part of the tutored student.

Tutors, teachers, and principals agreed that the best thing about the tutoring experience was that the one-to-one relationship with the tutor had increased students' feelings of self-worth. Several tutors said the contact with the students had been good for them, too. They had felt needed and important as a result of their work as volunteer tutors.

Considering all the groups of respondents, only among fourth graders was there consensus that tutoring had improved reading. Although parents did not mention it in their comments, tutors, teachers and principals

provided written evidence of their belief that tutoring had improved students' self-concept. Unfortunately, there was no objective evidence to confirm or disprove this hypothesized effect on self-concept. The Tennessee Self-Concept Scale or another measure of self-concept should have been administered before and after the year of tutoring in order to assess the impact of tutoring on students' feelings of self-worth.

Suggestions for improvement. All groups assessing the RPIE program were asked to suggest ways that the program might be improved. Fourth grade students wanted the tutors to come more often. Seventh graders asked for harder things to read, and tutoring in math. In general, the parents of tutored students did not know enough about the program to suggest improvements, but one suggested that parent and tutor have a talk early in the school year.

Tutors, teachers, and principals felt that more tutors--more volunteers--were needed because so many more students needed to be tutored.

Tutors of seventh graders said they needed more suggestions from the school staff concerning reading materials and techniques for dealing with individual student needs.

Teachers and principals suggested that communication between tutors and teachers of tutored students should be improved. Tutors indicated that they would appreciate knowing how the tutored students were performing in the classroom, and teachers were interested in finding out from tutors how students were progressing in the tutoring sessions.

## Interviews with Tutors, Teachers and Principals

### Tutor Interviews

At the interview session following administration of the tutor assessment instrument, the volunteer reading tutors told the evaluators that:

1. tutors needed more information from teachers about students' abilities, needs, behavior, and family situation;
2. tutors wanted to hear from teachers about the classroom progress of tutored students throughout the year;
3. some of the tutors would like to tutor in mathematics, especially in light of the fact that some of the tutored students at the seventh grade level initially had requested to be tutored in math, not reading;
4. tutors would like to make an effort to communicate with parents early in the tutoring experience;

5. tutors would like to meet informally on a periodic basis with each other, and with the teachers of tutored students;
6. every effort should be made to recruit more volunteers because many more than 14 students needed to be tutored; and
7. the primary benefit of tutoring was its positive impact on student self-concept.

Teacher-Principal Interviews

At the interview session with fourth grade teachers and principals following administration of the assessment instruments, the following points were discussed:

1. Tutoring should begin as early as possible in the school year. Teachers who taught tutored students reading the previous year should provide tutors with information about academic performance, reading skill deficits, and behavior.
2. Tutors should assist students in learning mathematics, not just reading.
3. Teachers wanted feedback from tutors regarding student progress in reading (and math, if added) during the tutoring sessions.
4. Teachers felt so strongly that more students needed tutoring that they were willing to consider older students and even same-age students as tutors.
5. Teachers were not convinced that tutoring had improved academic performance, but they did believe that self-concept had been improved.

At the interview session with the principal and teachers at the middle school:

1. Teachers said there had been a poor match between the students who most needed tutoring and those who actually received it. In fact, the students chosen for tutoring were students having behavior problems rather than students who could not read, according to some of the teachers.
2. It was suggested that tutor and student opinion about tutoring be assessed at mid-year in order to determine the extent to which the expectations of both were being met.
3. Teachers favored having tutors for Grade 5, rather than Grade 7, during 1980-81.
4. The possibility of using same-age, or older, students as tutors was considered.
5. Middle school teachers needed to be told much more about the tutoring program because they said in a number of ways that they knew very little about it.

# CHAPTER VI.

## RESULTS OF EVALUATION BASED ON RPIE PROGRAM OBJECTIVES

### Process Evaluation

Process evaluation of a program is based on the investigation of operational details, i.e., assessment of the extent to which the operations specified in the program objectives are accomplished. The program objectives for the RPIE Project appear at the beginning of Chapter III and will not be repeated in their entirety here. However, a general assessment of the extent to which each was accomplished during 1979-80 follows.

Program Objective 1

Establish a management component. Early in the first project year, 1978-79, a Project Director and an assistant were hired. A needs assessment was conducted which indicated that Lenoir City teachers and administrators perceived a need for individual tutoring for students in reading and mathematics. An informal survey of parents of students in Lenoir City schools confirmed this need: 56 percent of the children lived in family situations in which both parents were employed, 7 percent in one-parent families. Thus many students were perceived to need additional positive relationships with adults in order to increase their feelings of self-worth.

The RPIE Project Director and other school personnel determined that retired persons in the Lenoir City community could meet the needs of students for individual tutoring in reading and mathematics and for adult role models.

In establishing a design for management of the RPIE Project, the Project Director reviewed literature describing details of other volunteer tutoring programs throughout the country, wrote to some of these programs for additional information, and visited a few program sites.

Program Objective 2

Explain project to, and assess needs of, school staff; students in Grades 3, 6 and 9; and parents of these students. Teachers of Lenoir City students in Grades 3, 6 and 9 were asked to complete a form entitled "Referral Questionnaire for Teachers." Approximately 100 teachers

completed this form during Fall 1978 and the responses produced referrals of 15 ninth graders, 12 sixth graders, and 3 third graders for tutoring. This process was to be repeated in Fall 1979, but it was not repeated. Therefore, students in grades three and six in 1978-79 became with some additions, the tutored students in grades four and seven in 1979-80.

During Fall 1978 a student questionnaire which solicited self-referral for tutoring was administered to students in grades three, six, and nine. Twelve of 116 third graders expressed an interest in having a tutor, 13 of 104 sixth graders referred themselves, and 3 of 318 ninth graders said they would like to have a tutor. Student referrals were not solicited formally in Fall 1979, as specified in the program objectives. However, the small number of individuals who volunteered to serve as tutors necessitated that a selection process be utilized to decide which of the students in grades three and six in 1978-79 would receive tutoring in 1979-80.

Student interests that could be addressed in a presentation by a resource person were identified during 1978-79, but no resource persons were brought into the schools by the RPIE Project Director during 1979-80 due to lack of time.

No attempt was made to ascertain needs of volunteers which might be addressed by students. Any assistance rendered to a tutor by a student took place in an unplanned, informal manner. Nevertheless, three of ten tutors who responded to a tutor assessment instrument in May 1979 said the best thing about the RPIE Project was the effect it had had on their lives: they had been made to feel important and needed by someone outside their own family.

During 1978-79 parents of students in grades three, six, and nine were surveyed to ascertain their interest in referring their child for tutoring. Fifteen parents of third graders, eight parents of sixth graders, and three parents of ninth graders said they would like to have their child tutored. Parents were not asked how much time they spent with their child each day, as was specified as a selection criterion in the program objectives.

Program Objective 3

Identify students to be tutored. Students in grades 4 and 7 in Fall 1979 were selected for tutoring on the basis of three criteria used in

combination: (1) self-referral, (2) parent referral, and (3) teacher referral. Neither the specific needs of the student (i.e., reading deficiencies) nor the student's willingness or ability to assist a tutor in some way were used as selection criteria. In some cases the recommendation of the Lenoir City school psychologist was used to strengthen evidence which had already been produced in favor of the selection of certain fourth and seventh graders.

Program Objective 4

Determine areas of need and skill deficit to establish basis for tutoring of each selected student. Only one test score, the California Achievement Test reading score, was used in determining areas of need for students to be tutored. Even this score was used chiefly by the evaluators; it was not shared on a systematic basis with tutors prior to tutoring sessions. Thirty percent of the tutors indicated that they had not talked with a teacher about the specific learning needs of their tutored students. Consequently, tutors had to make their own assessment of students' reading skills and deficits using diagnostic exercises in the Laubach materials.

Apparently the tutors were effective in making such an assessment because 86 percent of the parents of tutored students perceived that the tutors knew what skills their child "needed to work on" in order to improve his/her reading, and 80 percent of the tutors agreed that they had been able to select the level of reading materials that was best for the student. Eighty percent of the fourth graders who were tutored and half of the tutored seventh graders said they liked the books and other materials brought by their tutors--further evidence that the materials were of appropriate difficulty.

Program Objective 5

Determine areas of need/interest among classes of students for resource persons. During Spring 1979 students in Grades 3-9 were surveyed to determine their interests, but due to lack of time for related organizational activities the Project Director did not utilize volunteers as resource persons in 1979-80.

Program Objective 6

Recruit retired persons to serve as volunteers. The Project Director utilized the newspaper and word of mouth, as well as visits to organizations of senior citizens, to recruit volunteers. When these procedures yielded fewer volunteer tutors than the number needed, school personnel were asked to recommend parents and/or other citizens who had not reached retirement age. At length 5 volunteers were enlisted; one dropped out during the first month.

Program Objective 7

Orient teachers; ask them to help prepare listing of tutor competencies and to assist in tutor training. On several occasions in 1978-79, and again in August 1979, the Project Director spoke to Lenoir City teachers about the RPIE Project. On August 20, 1979, 31 percent of the teachers in attendance at a pre-school-year inservice program said they were "well informed," and only 4 percent felt "uninformed" (the remainder, 65%, being "somewhat informed") concerning the RPIE Project.

Teachers of students in grades four and seven--those directly affected by the tutoring program--received further information about the RPIE program through the project newsletter The Volunteer. Some of these teachers participated in the drafting of a set of competencies for tutors (see Appendix A).

Training for tutors was provided exclusively by a cadre of Laubach trainers. No Lenoir City teachers or administrators participated in the training or orientation of volunteer tutors. The teachers were given an opportunity, however, to participate as learners. Pay for substitute teachers was provided so that teachers could take the Laubach training sessions if they wished. Two fourth grade teachers took advantage of this opportunity. There was some indication that other teachers were not aware of the opportunity to participate in the training process.

Program Objective 8

Identify and assess the interests, skills, knowledge, and talents of volunteers. Volunteers' special interests were not assessed formally prior to the tutoring experience, nor were they utilized in any systematic way in the program.

Program Objective 9

Place volunteer in tutoring slot by matching skills of volunteers with needs of students. Since the needs of neither students nor tutors were assessed in a systematic way, there was no objective basis for matching the needs of each during the placement process. However, the Project Director employed his knowledge of student and tutor characteristics in a subjective matching procedure.

Program Objective 10

Set individual goals for each participating student with RPIE staff, student, and tutor taking part. This objective was not met. Teachers and tutors did not meet before tutoring began to discuss student needs. In general, individual goals for students were not set. Parents were not systematically informed of specific goals or expectations for the outcome of the tutoring experience.

Program Objective 11

Determine training needs for each volunteer, using a listing of competencies and a job description as bases for a pre-training assessment instrument. This objective was not accomplished. An instrument was designed for tutors to provide a self-assessment of their tutoring competencies following training, but the instrument was not administered prior to training.

Program Objective 12

Establish individualized training program for each volunteer. This objective was not met. The only training program provided was that furnished by the Laubach trainers. These trainers did not attempt to individualize their instructional program.

Program Objective 13

Train the volunteers. As stated earlier, all training of tutors was provided by the Laubach trainers. School staff such as the superintendent, principals, and teachers were not involved in the training program. Volunteers were trained to tutor in reading, not reading and mathematics as

originally proposed. There were too few volunteers even to provide the reading tutors that were needed. Tutoring in mathematics was eliminated due to the small number of volunteers available.

Program Objective 14

Train and orient students to work with and/or aid retired/semi-retired persons. This objective was not accomplished.

Program Objective 15

Maintain the volunteer program. There was no additional training for volunteers after the initial sessions with the Laubach trainers. There was no on-the-job training or re-training based on periodic evaluation of competencies. Nevertheless, majorities of those groups who were most concerned about the program considered the tutor training effort to be adequate and saw little need for on-the-job training or supervision.

No volunteer association was formed during 1979-80, though volunteers expressed a strong desire to establish such an association when they were interviewed by the evaluators in December 1979 and again in May 1980.

The Volunteer provided written communication about the tutoring program for tutors, teachers, and principals when it was published. However, there were only three issues of the project newsletter during the year. Teachers, administrators, and tutors who were interviewed at the close of the project year expressed regret that there had been so few issues.

Tutors were not brought together to discuss common concerns during 1979-80. In May 1980 the tutors interviewed expressed disappointment that this had not occurred.

No re-training of volunteers was conducted on a formal basis. The Project Director did provide supplementary reading materials and individual assistance for volunteers who requested these things.

## Summative Evaluation

Summative evaluation is based on an assessment of the outcome of a program or the quality of the processes involved in the operation of that program. Program Ojectives 16, 17, and 18 were summative in nature.

Program Objective 16

Evaluate the impact and effectiveness of the training and maintenance processes and activities of the project while they are in progress. The training component and maintenance of the RPIE Project were evaluated via questionnaires and interviews constructed and administered by the evaluators. The Competencies for Tutors developed by Lenoir City teachers and the Project Director formed the basis for an instrument entitled "Tutor Feelings about Competencies Following Training," which was administered to the volunteer tutors at their last Laubach training session. Tutor responses indicated that the training program had been effective in promoting most tutor competencies. However, a need was indicated for close monitoring, and possible re-training, of tutors in the following areas:

1. use of the Laubach workbook, written skill exercises, and other materials;
2. planning and management of each tutoring session to accomplish reasonable objectives within a specified time frame;
3. evaluation of student progress and introduction of supplemental reading materials at appropriate times; and
4. illustration of the application of reading skills outside the classroom.

Structured interviews with a sample of tutors and teachers in December 1979 provided information about maintenance processes and activities associated with the project. Volunteers had been given a general description of their responsibilities as tutors prior to the first training session, but they were not given the more specific explanations contained in the documents prepared for this purpose, the "Job Description for Tutors" and the "Competencies for Tutors." Thus the objectives for training were not as clear to the volunteers as they should have been.

Tutors and teachers expressed concern with the selection process by which tutored students were identified. They felt that there were other students who needed tutoring in reading more than the students who were chosen. In fact, those selected were not the poorest readers in the class, and tutors found the Laubach materials too easy for them. The Project Director received requests for supplemental reading materials as soon as tutoring began. Tutors felt their Laubach training had not sufficiently prepared them to select supplemental reading materials.

The interviews with tutors and teachers in December were used by the evaluators to formulate a series of suggested actions which the Project

Director could implement during Winter and Spring 1980 to improve program operation:

1. Bring together each tutor and the appropriate reading teacher for a face-to-face discussion of the tutored student's reading problems and progress.
2. Increase communication between tutors and all teachers of tutored students in order to facilitate mutually supportive dialogue concerning problems and progress of the tutored students. Methods for achieving this increase in communication could include:
   (a) Two-on-one sessions involving the tutored student's homeroom teacher and reading teacher with the tutor.
   (b) A school-wide meeting of all teachers and tutors associated with the RPIE program at a given school.
   (c) A system-wide meeting of all administrators, teachers, and tutors associated with the RPIE program.
   (d) Publication in the project newsletter of case studies, or brief comments about tutoring, provided by individual tutors or tutored students.
3. Publish the newsletter The Volunteer on a regular basis.
4. Organize a volunteer association to foster camaraderie and support among the volunteer tutors.
5. Convey important messages to tutors and teachers in person as well as in writing (via newsletter or memorandum) since there was some evidence that written communications were not always read. This appeared to be feasible since the Project Director saw every volunteer, and most teachers, on a weekly basis.
6. Assess the extent to which each tutored student considered the reading materials used in the tutoring sessions to be appropriate for her/his reading level. Both teachers and tutors expressed concern that the Laubach materials were too easy for many of the tutored students, and supplemental reading materials had been supplied in several cases.

Only one volunteer tutor dropped out of the RPIE program during the year. Due to the illness of a son, one of the tutors left during the first weeks of the program. The Project Director assumed the responsibility for tutoring the student who had been assigned to the tutor who had to leave.

Program Objective 17

Respond to evaluation findings during operation of the tutoring component of the project. Many suggestions were made to the Project Director by the external evaluators, but few of these were incorporated in program operations. On September 27, 1979, the Suggestions for Maintenance of the Volunteer Program and the checklist entitled "Tutor Assessment of Tutoring

Session" (see pages 36 and 37 in Chapter III) were given to the Project Director. The checklist would have provided useful feedback concerning the early tutoring sessions, but it was not used. If the Suggestions for Maintenance had been followed, many of the criticisms that emerged from data collected at the conclusion of the program might have been eliminated.

Following tutor training a report containing the recommendations for continuous monitoring and possible re-training in the areas specified under Program Objective 16 above was prepared and delivered to the Project Director. No re-training was conducted during the year. In fact, tutors did not get together as a group for any purpose following their training.

In December 1979, following interviews with tutors and teachers, the six specific recommendations for program improvement recorded above under Program Objective 16 were presented orally to the Project Director. Not one of these recommendations was implemented on a systematic basis.

In August 1979 school administrators and teachers expressed great interest in having volunteers serve as resource persons, sharing ideas and experiences in informal sessions with students. The evaluators prepared materials for the orientation of resource persons and evaluation of their impact on student learning, but few resource persons even were recruited, those who were enlisted did not receive orientation, and their availability was not made known to teachers.

Program Objective 18

Evaluate the impact, effectiveness, and amount of change brought about by operation of the project. No significant differences were found between tutored and nontutored comparison group students in reading achievement, school grades, or absenteeism during the 1979-80 school year.

Although tutoring had no demonstrable effect on student achievement, grades, or attendance, all adult groups (principals, teachers, parents, volunteers) felt the tutoring experience had increased students' self-confidence and thus improved their self-concept. Unfortunately, no measure of self-concept was incorporated in the final program design, although such a measure was included in the original project proposal. Therefore, there was no objective evidence of what may have been the most positive student outcome of the RPIE Project.

General reactions to the RPIE program, which have been summarized in Chapter V, were uniformly positive. Substantial majorities of all groups associated with the program agreed in principle with the concept of having volunteer tutors and felt the RPIE program should be continued.

APPENDIX A

Job Description for Tutors

Competencies for Tutors

# JOB DESCRIPTION FOR TUTORS

Tutors are retired/semi-retired persons who volunteer, without monetary reward, to work individually with a student to improve predetermined needs. The students' needs will be determined by the students themselves, their parents and/or teachers through referrals for tutoring. Diagnostic testing and standardized test scores will also be utilized to determine the students' needs.

Working with the teacher and the above data, materials and training will be provided for the tutors to work with the student in improving basic skills in reading.

Tutors:

1. will attend all training sessions for tutors.
2. will meet with the assigned student for two (approximately) one hour sessions per week; the time and place to be determined as circumstances dictate.
3. will determine the amount of time per session to be utilized on each basic skill.
4. will utilize the Laubach Reading Materials for development of reading skills.
5. will encourage, rather than criticize, the student's efforts.
6. will listen, if the student wishes to talk, without making judgments or decisions for the student.
7. will consult RPIE staff before leaving with the student material other than that recommended initially by the staff. (If the material is not working out the project staff needs to know for evaluation purposes. Changes may be made, but this should not be done without consulting the RPIE staff.)
8. will not assign grades, but should note the progress of the student. Procedures for recording progress from tutoring will be developed for each student.
9. will complete evaluation forms dealing with their training, students, themselves and the RPIE Project. They will meet with RPIE staff and evaluators for evaluation purposes.
10. will notify the student's school as soon as possible if unable to meet with a student at the scheduled time.
11. will arrive on time for the tutoring sessions and end sessions on time, especially during school hours.

12. will not attempt to discipline students. There should not be any discipline problems, but if a problem develops it should be reported to the teacher, RPIE Office or the school principal immediately.

13. will recognize before assuming the role of tutor the necessity to continue tutoring a student until the end of the school year. (Of course volunteers are not obligated to continue if circumstances change and prevent the completion of their tutoring commitment.)

COMPETENCIES FOR TUTORS

As a result of RPIE training for tutors, the tutors will:

1. arrive on time for each scheduled tutoring session (or call if unable to come).

2. understand procedures for using the Laubach workbook and other materials.
3. assist each student to read aloud the exercises in the workbooks.
4. assist each student to complete the written skill exercises.

5. assist each student to complete basic reading skill exercises.

6. choose the correct beginning level of materials for each student.

7. evaluate each student's progress, introducing supplemental materials when appropriate.

8. structure each tutoring session by determining, with student input, the amount of time to be spent on each specific topic.

9. actively <u>listen</u> to the student (that is, reflecting the student's feelings and encouraging further conversation rather than taking over and relating a personal experience which cuts off the flow of the student's thoughts).

10. provide positive reinforcement (verbal praise) for the student's efforts.

11. relate the reading skill being developed to an application of that skill in the world outside the classroom (that is, how can that skill be <u>used</u> in everyday living?).

12. complete the agenda for each tutoring session within the time specified for the session.

# APPENDIX B

## Instruments Administered in Fall 1979

Card Column
(1-2) Form 01
(3-4) ID _ _
(5-6) GR _ _

Grade Level at Which You Teach _____

QUESTIONS FOR TEACHERS CONCERNING THE RPIE PROJECT

7. HOW WOULD YOU RATE THE EXTENT TO WHICH YOU HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT?

I AM: ____ (3) Well informed ____ (2) Somewhat informed ____ (1) Uninformed

8. WITH THE EXTENT TO WHICH I HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT,

I AM: ____ (3) Very Satisfied ____ (2) Partially Satisfied ____ (1) Dissatisfied

9. MY INTEREST IN USING A VOLUNTEER RESOURCE PERSON TO EXPLAIN A HOBBY, OCCUPATION OR EVENT TO MY STUDENTS IS:

____ (3) Very great ____ (2) Moderate ____ (1) Slight

10. IF A VOLUNTEER TUTOR WERE MADE AVAILABLE FOR STUDENTS IN THE GRADE I TEACH, MY INTEREST IN USING SUCH A VOLUNTEER WOULD BE:

____ (3) Very great ____ (2) Moderate ____ (1) Slight

11. SO FAR, I FEEL THE RPIE PROJECT IS:

____ (3) Much Needed, and on its way to being effective

____ (2) Needed, but organization of the project could stand improvement

____ (1) Not Needed

12. IN PLANNING THE RPIE PROJECT, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

13. IN PROVIDING ORIENTATION AND TRAINING FOR THE VOLUNTEERS, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

14. IN RECRUITING AND SELECTING VOLUNTEERS, I THINK TEACHERS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

15. AT THIS POINT MY SUGGESTIONS FOR THE RPIE PROJECT ARE:

Card Column
(1-2) Form 02
(3-4) ID _ _

QUESTIONS FOR ADMINISTRATORS CONCERNING THE RPIE PROJECT

5. HOW WOULD YOU RATE THE EXTENT TO WHICH YOU HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT?

I AM: ____ (3) Well informed ____ (2) Somewhat informed ____ (1) Uninformed

6. WITH THE EXTENT TO WHICH I HAVE BEEN GIVEN INFORMATION ABOUT THE RPIE PROJECT,

I AM: ____ (3) Very Satisfied ____ (2) Partially Satisfied ____ (1) Dissatisfied

7. MY INTEREST IN SEEING OUR STAFF USE VOLUNTEER RESOURCE PERSONS TO EXPLAIN HOBBIES, OCCUPATIONS OR EVENTS TO OUR STUDENTS IS:

____ (3) Very great ____ (2) Moderate ____ (1) Nonexistent

8. MY INTEREST IN SEEING OUR STAFF UTILIZE VOLUNTEERS AS TUTORS FOR STUDENTS IN NEED OF REMEDIAL ASSISTANCE IS:

____ (3) Very great ____ (2) Moderate ____ (1) Slight

9. SO FAR, I FEEL THE RPIE PROJECT IS:

____ (3) Much Needed, and on its way to being effective

____ (2) Needed, but organization of the project could stand improvement

____ (1) Not Needed

10. IN PLANNING THE RPIE PROJECT, I THINK THE SCHOOL ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

11. IN PROVIDING ORIENTATION AND TRAINING FOR THE VOLUNTEERS, I THINK THE ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

12. IN RECRUITING AND SELECTING VOLUNTEERS, I THINK ADMINISTRATORS SUCH AS MYSELF NEED TO BE:

____ (4) More involved than they are ____ (3) Less involved than they are

____ (2) Not involved at all ____ (1) As involved as they are now--I'm satisfied

13. AT THIS POINT MY SUGGESTIONS FOR THE RPIE PROJECT ARE:

Card Column
(1-2) Form 03
(3-4) ID _ _

OPINIONAIRE FOR VOLUNTEERS

PLEASE BE HONEST! CIRCLE THE NUMBER ON EACH SCALE WHICH INDICATES HOW YOU FEEL.

| | | No, Not At All | Not Much | Yes, Somewhat | Yes, Very Much |
|---|---|---|---|---|---|
| (5) | Do you enjoy people? | 1 | 2 | 3 | 4 |
| (6) | Do you feel comfortable with children? | 1 | 2 | 3 | 4 |
| (7) | Do you feel comfortable with teen-agers? | 1 | 2 | 3 | 4 |
| (8) | Do you enjoy listening to young people (children and youth)? | 1 | 2 | 3 | 4 |
| (9) | Do you feel you understand young people? | 1 | 2 | 3 | 4 |
| (10) | Do you have patience when you are around young people? | 1 | 2 | 3 | 4 |
| (11) | Do you enjoy helping someone solve a problem? | 1 | 2 | 3 | 4 |
| (12) | Do you feel capable of helping young people with problems? | 1 | 2 | 3 | 4 |
| (13) | Do you think you would enjoy teaching? | 1 | 2 | 3 | 4 |
| (14) | Would you enjoy assisting a teacher by working with students? | 1 | 2 | 3 | 4 |
| (15) | Do you feel good about having an opportunity to help students learn? | 1 | 2 | 3 | 4 |
| (16) | Do you enjoy life? | 1 | 2 | 3 | 4 |
| (17) | Do you find it easy to fit into new situations? | 1 | 2 | 3 | 4 |
| (18) | Do you find it easy to listen to other people? | 1 | 2 | 3 | 4 |
| (19) | Do you find it easy to talk with other people? | 1 | 2 | 3 | 4 |
| (20) | Do other people (adults) usually seem to understand what you say to them? | 1 | 2 | 3 | 4 |
| (21) | Do young people usually seem to understand what you say to them? | 1 | 2 | 3 | 4 |
| (22) | Do you find it easy to follow directions given by those in authority? | 1 | 2 | 3 | 4 |
| (23) | Do you find it easy to keep appointments on time? | 1 | 2 | 3 | 4 |
| (24) | Do you approve of the job the Lenoir City Schools are doing these days? | 1 | 2 | 3 | 4 |
| (25) | Do you approve of the job the teachers in the Lenoir City Schools are doing? | 1 | 2 | 3 | 4 |
| (26) | Do you approve of the job the administrators (that is, principals and superintendents) in the Lenoir City Schools are doing? | 1 | 2 | 3 | 4 |
| (27) | Do you believe students are learning what they need to learn in the Lenoir City Schools today? | 1 | 2 | 3 | 4 |
| (28) | In general, do you approve of the behavior of the students in the Lenoir City Schools today? | 1 | 2 | 3 | 4 |
| (29) | From what you know of the plans for the school system's volunteer program (RPIE) do you like the plans? | 1 | 2 | 3 | 4 |

PLEASE ANSWER QUESTIONS ON NEXT PAGE

(30) Why do you think you might enjoy working as a volunteer in the schools?

(31) Considering what you know now about the RPIE Project, what skills do you <u>most</u> need to develop during the training program?

(32) Do you have any suggestions at this point for improving RPIE Project?

Card Column
(1-2) Form 04
(3-4) ID _ _

TUTOR FEELINGS ABOUT COMPETENCIES FOLLOWING TRAINING

Now that I have completed the training program for tutors,

I FEEL THAT I CAN:

| | | No, Not At All | No, Not Very Well | Yes, Reasonably Well | Yes, Very Well |
|---|---|---|---|---|---|
| (5) | arrive on time for each scheduled tutoring session (or call if unable to come). | 1 | 2 | 3 | 4 |
| (6) | understand procedures for using the Laubach workbook and other materials. | 1 | 2 | 3 | 4 |
| (7) | assist each student to complete the written skill exercises. | 1 | 2 | 3 | 4 |
| (8) | assist each student to work on basic reading skill exercises. | 1 | 2 | 3 | 4 |
| (9) | assist each student to read aloud the exercises in the workbooks. | 1 | 2 | 3 | 4 |
| (10) | evaluate each student's progress, introducing supplemental materials when appropriate. | 1 | 2 | 3 | 4 |
| (11) | structure each tutoring session by determining, with student input, the amount of time to be spent on each specific topic. | 1 | 2 | 3 | 4 |
| (12) | actively <u>listen</u> to the student (that is, reflecting the student's feelings and encouraging further conversation rather than taking over and relating a personal experience which cuts off the flow of the student's thoughts). | 1 | 2 | 3 | 4 |
| (13) | provide positive reinforcement (verbal praise) for the student's efforts. | 1 | 2 | 3 | 4 |
| (14) | relate the reading skill being developed to an application of that skill in the world outside the classroom (that is, how can that skill be <u>used</u> in everyday living?). | 1 | 2 | 3 | 4 |
| (15) | complete the agenda for each tutoring session within the time specified for the session. | 1 | 2 | 3 | 4 |

(16) Do you have any personal needs for training or information in specific areas which were not covered by the training program for tutors? Please explain.

(17) What suggestions do you have at this point for improving the RPIE training program for tutors?

Card Column
(1-2) Form 07
(3-5) ID _ _ _

STUDENT OPINIONAIRE

Please use the following numbers to show how you feel.

5 = Very Good or Excellent
4 = Pretty Good
3 = Not Bad, Not Good
2 = Not So Good
1 = Very Bad

Example:
My pet——(5) 4 3 2 1
(I circled 5 because I feel very good about my pet.)

NOW CIRCLE THE NUMBER

THAT BEST DESCRIBES YOUR FEELINGS ABOUT:

| | Very Good or Excellent 5 | Pretty Good 4 | Not Bad, Not Good 3 | Not So Good 2 | Very Bad 1 |
|---|---|---|---|---|---|
| (6) My school _____ | 5 | 4 | 3 | 2 | 1 |
| (7) My classmates this year _____ | 5 | 4 | 3 | 2 | 1 |
| (8) My teachers this year _____ | 5 | 4 | 3 | 2 | 1 |
| (9) My parents _____ | 5 | 4 | 3 | 2 | 1 |
| (10) Myself _____ | 5 | 4 | 3 | 2 | 1 |
| (11) Reading _____ | 5 | 4 | 3 | 2 | 1 |
| Having a reading tutor (ANSWER EITHER 12 OR 13) | | | | | |
| (12) If you will be having a tutor, how do you feel about that? _____ | 5 | 4 | 3 | 2 | 1 |
| (13) If you won't be having a tutor, how would you feel about having one if you could? _____ | 5 | 4 | 3 | 2 | 1 |

(14) Do you ever read a book that you don't have to read for school? _____ (2) Yes _____ (1) No

(15) What do you like to read about?

# APPENDIX C

Outlines for Structured Interviews

with

Tutors and Teachers

in

December 1979

TUTORS

1. Before you began your work as a volunteer, were you told exactly what your job as a tutor would be like -- that is, exactly what you would be expected to do?

2. Before the training took place were your needs for training adequately assessed?

3. Were your needs for training adequately met during the training program?

4. Do you have further need for training NOW?

5. Use Form 04 to ask tutors about their competencies.

6. How do you feel about this list of competencies -- would you want to add or subtract or modify any of these competencies statements at this point? That is, do these competencies adequately describe what you do as a tutor?

7. Are you pleased with your tutoring assignment? That is, did you get the grade level you preferred, and do you have a good relationship with the student you are tutoring?

8. Did you work with the teacher and the student to establish goals for tutoring? What sources of information were used in this process?

TEACHERS

1. Do you use California Achievement Test reading scores as diagnostic tools in individualizing the teaching of reading? Would another test be better for your diagnostic purposes?

2. Did you participate in the Laubach training? Why or why not? If not, do you wish you had?

3. Use Form 04 to ask about tutor competencies.

4. Are you pleased at this point with this listing of tutor competencies? Would you add or subtract or modify any of the competency statements?

5. Before tutoring began did you, the tutor, and the student establish goals for tutoring? What sources of information were used in this process?

6. Did you inform parents of these goals?

7. In general, are you pleased with the RPIE tutoring program so far? Are there any suggestions for change that you would like to make?

# APPENDIX D

## Instruments Administered in Spring 1980

Card Column
(1-2) Form 20
(3-4) ID _ _

PRINCIPALS' ASSESSMENT OF RPIE TUTORING EXPERIENCE

Please place a check (✓) in the column which best describes your feeling about each statement.

Check 5 if you STRONGLY AGREE
Check 4 if you AGREE
Check 3 if you DISAGREE
Check 2 if you STRONGLY DISAGREE
Check 1 if you have NO OPINION or are NOT SURE

NOTE: Whenever the work STUDENT is used, think only of STUDENTS BEING TUTORED.

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (5) | I know what the RPIE reading tutors are doing in their tutoring sessions. | | | | | |
| (6) | I usually see the tutors when they are in the school. | | | | | |
| (7) | The tutors come when they are expected. | | | | | |
| (8) | I have observed a tutoring session. | | | | | |
| (9) | The tutors have not spent enough time with the students to improve reading skills very much. | | | | | |
| (10) | The tutors were given as much training as they needed to do their work as reading tutors. | | | | | |
| (11) | Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | | | | | |
| (12) | The tutors know how to help the students improve their reading skills. | | | | | |
| (13) | There is a good working relationship between the tutors and the teachers of tutored students. | | | | | |

Form 20

| | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (14) Tutors and the teachers of tutored students talk often about student needs and progress. | | | | | |
| (15) I am satisfied with the RPIE volunteer tutoring program. | | | | | |
| (16) Teachers in this school who have worked with tutors are generally satisfied with the RPIE volunteer tutoring program. | | | | | |
| (17) The Laubach Reading Materials are effective teaching tools for the tutors to use. | | | | | |
| (18) Teachers should be more involved in helping tutors plan their work with students. | | | | | |
| (19) The tutors could have been more effective if school personnel had given them more on-the-job supervision. | | | | | |
| (20) I would like to be more involved in working with the RPIE reading tutors. | | | | | |
| (21) The tutors have helped the tutored students improve their reading skills. | | | | | |
| (22) The tutors spend too much time teaching technical (reading) skills and leave too little time for the students just to practice reading. | | | | | |
| (23) The tutors are genuinely interested in the students. | | | | | |
| (24) Students like their tutors. | | | | | |
| (25) Students are bored in their tutoring sessions. | | | | | |

Form 20

| | Strongly Disagree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (26) The tutoring experience has given the students more interest in reading. | | | | | |
| (27) The tutoring experience has given the students more interest in school. | | | | | |
| (28) The tutoring experience has improved the attendance record of tutored students. | | | | | |
| (29) The tutoring experience has improved the students' behavior. | | | | | |
| (30) The tutoring experience has improved the students' achievement in subjects other than reading. | | | | | |
| (31) We have trouble finding a good place for tutors to meet with students at our school. | | | | | |
| (32) The tutoring experience has made the students feel better about themselves. | | | | | |
| (33) The tutoring experience has increased the involvement of parents in their child's learning experiences. | | | | | |
| (34) The RPIE volunteer tutoring program has helped to build better relationships between school and community. | | | | | |
| (35) The school system should have given more recognition to the tutors for the work they have done. | | | | | |
| (36) The RPIE volunteer tutoring program has had good leadership this year. | | | | | |
| (37) The RPIE volunteer tutoring program should be tried again next year. | | | | | |
| (38) I would like to have volunteer reading tutors in this school again next year. | | | | | |

Form 20

(39) Please describe the ways in which you have worked with the RPIE volunteer tutoring program this year.

(40) In your opinion, what has been the BEST thing about the RPIE volunteer tutoring program?

(41) What problems, if any, were caused by having volunteer tutors in the school this year?

(42) How could the RPIE volunteer tutoring program be improved?

Card Column
(1-2) Form 16
(3) Gr
(4-5)

Please CIRCLE the grade level at which you teach: 4 or 7

TEACHER ASSESSMENT OF RPIE TUTORING EXPERIENCE

Please place a check (✓) in the column which best describes your feeling about each statement.

Check 5 if you STRONGLY AGREE
Check 4 if you AGREE
Check 3 if you DISAGREE
Check 2 if you STRONGLY DISAGREE
Check 1 if you have NO OPINION or are NOT SURE

NOTE: Whenever the word STUDENT is used, think only of STUDENTS BEING TUTORED.

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (6) | I know what the RPIE reading tutors are doing in their tutoring sessions. | | | | | |
| (7) | I usually see the tutors when they are in the school. | | | | | |
| (8) | The tutors come when they are expected. | | | | | |
| (9) | I have observed a tutoring session. | | | | | |
| (10) | The tutors have not spent enough time with the students to improve reading skills very much. | | | | | |
| (11) | The tutors were given as much training as they needed to do their work as reading tutors. | | | | | |
| (12) | Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | | | | | |
| (13) | The tutors know how to help the students improve their reading skills. | | | | | |
| (14) | I am familiar with the teaching materials the tutors use. | | | | | |

Form 16

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (15) | I have talked with each tutor about the specific learning needs of her/his student. | | | | | |
| (16) | I have good working relationships with the tutors. | | | | | |
| (17) | I have suggested materials for tutors to use with students. | | | | | |
| (18) | The Lauback Reading Materials are effective teaching tools for the tutors to use. | | | | | |
| (19) | Tutors can help students most by using for reading practice materials that teachers are using in the classroom. | | | | | |
| (20) | Tutors can help students most by using for reading practice materials that are <u>not</u> available in the classroom. | | | | | |
| (21) | Tutors have been able to select the level of reading materials that is best for the student they tutor. | | | | | |
| (22) | The tutors know how to evaluate student reading progress. | | | | | |
| (23) | I am satisfied with the RPIE volunteer tutoring program. | | | | | |
| (24) | Other teachers in this school who have worked with tutors are generally satisfied with the RPIE volunteer tutoring program. | | | | | |
| (25) | Teachers such as myself should be more involved in helping tutors plan their work with students. | | | | | |
| (26) | The tutors could have been more effective if school personnel had given them more on-the-job supervision. | | | | | |

Form 70

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (27) | The tutors often have trouble finishing tutoring sessions on time. | | | | | |
| (28) | The tutors have helped the students improve their reading skills. | | | | | |
| (29) | The tutors spend too much time teaching technical (reading) skills and leave too little time for the students just to practice reading. | | | | | |
| (30) | The tutors are genuinely interested in the students. | | | | | |
| (31) | The tutored students often talk to others about their tutoring experience. | | | | | |
| (32) | Students have difficulty understanding what tutors say to them about their work. | | | | | |
| (33) | Students like their tutors. | | | | | |
| (34) | Some tutored students would have made more progress if they had been placed with a different tutor. | | | | | |
| (35) | Students are bored in their tutoring sessions. | | | | | |
| (36) | The tutoring experience has given the students more interest in reading. | | | | | |
| (37) | The tutoring experience has given the students more interest in school. | | | | | |
| (38) | The tutoring experience has improved the attendance record of tutored students. | | | | | |
| (39) | The tutoring experience has improved the students' behavior. | | | | | |
| (40) | The tutoring experience has improved the students' achievement in subjects other than reading. | | | | | |

Form 16

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (41) | We have trouble finding a good place for tutors to meet with students at our school. | | | | | |
| (42) | The tutoring experience has made the students feel better about themselves. | | | | | |
| (43) | The tutoring experience has increased the involvement of parents in their child's learning experience. | | | | | |
| (44) | The RPIE volunteer tutoring program has helped to build better relationships between school and community. | | | | | |
| (45) | The school system should have given more recognition to the tutors for the work they have done. | | | | | |
| (46) | The RPIE volunteer tutoring program has had good leadership this year. | | | | | |
| (47) | The RPIE volunteer tutoring program should be tried again next year. | | | | | |
| (48) | Most of the students who were tutored this year need to have a tutor again next year. | | | | | |
| (49) | I would like to have volunteer reading tutors for some of my students again next year. | | | | | |

(50) Please describe the ways you have worked with the tutors this year.

(51) In your opinion, what kinds of reading or teaching materials should the tutors use in order to do the best possible job of tutoring students in reading?

Form 16

(52) In your opinion, what has been the BEST thing about the RPIE volunteer tutoring program?

(53) What problems, if any, were caused by having volunteer tutors in the school this year?

(54) How could the RPIE volunteer tutoring program be improved?

Card Column
(1-2) Form 17
(3) Gr
(4-5) ID _ _

Please CIRCLE the grade level of the student you tutor: 4 or 7

TUTOR ASSESSMENT OF RPIE TUTORING EXPERIENCE

Please place a check (✓) in the column which best describes your feeling about each statement.

Check 5 if you STRONGLY AGREE
Check 4 if you AGREE
Check 3 if you DISAGREE
Check 2 if you STRONGLY DISAGREE
Check 1 if you have NO OPINION or are NOT SURE

NOTE: Whenever the word STUDENT is used, think only of STUDENTS BEING TUTORED.

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (6) | I usually arrive for my tutoring session when I am expected. | | | | | |
| (7) | The student and I usually plan together the work we will do during each tutoring session. | | | | | |
| (8) | We usually have trouble finishing the work planned for the tutoring session. | | | | | |
| (9) | I know how to help a student improve his/her reading skills. | | | | | |
| (10) | The Laubach trainers gave me enough training to do my work as a reading tutor. | | | | | |
| (11) | Tutors should have had several training sessions during the year instead of just one session at the beginning of the year. | | | | | |
| (12) | I understand how to use the Laubach Reading Materials. | | | | | |
| (13) | The Laubach Reading Materials are effective teaching tools for tutors like myself to use. | | | | | |
| (14) | Tutors can help students most by using for reading practice materials that teachers are using in the classroom. | | | | | |

Form 17

| | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (15) Tutors can help students most by using for reading practice materials that are not available in the classroom. | | | | | |
| (16) The Laubach workbook has been effective in helping me teach reading skills. | | | | | |
| (17) I have been able to select the level of reading materials that is best for the student. | | | | | |
| (18) The written exercises I have used have been effective in helping me teach reading skills. | | | | | |
| (19) I have not spent enough time with the student to improve reading skills very much. | | | | | |
| (20) I often talk with the teacher about the specific learning needs of the student. | | | | | |
| (21) The teacher has suggested materials for me to use with the student. | | | | | |
| (22) I could have been a more effective tutor if school personnel had given me more on-the-job supervision. | | | | | |
| (23) The student and I have had trouble finding a good place for our tutoring sessions. | | | | | |
| (24) I know how to evaluate the student's reading progress. | | | | | |
| (25) I have helped to improve the reading skills of the student with whom I work. | | | | | |
| (26) I enjoy talking with the student. | | | | | |
| (27) The student has trouble understanding what I say about her/his work. | | | | | |

Form 17

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (28) | The student has helped <u>me</u> in some way. | | | | | |
| (29) | I have spent too much time teaching technical (reading) skills and left too little time for the student just to practice reading. | | | | | |
| (30) | I like the student with whom I work. | | | | | |
| (31) | Most of the time I am interested in what the student has to say. | | | | | |
| (32) | I could have done a more effective job if I had worked with a different student. | | | | | |
| (33) | The student seems bored during the tutoring sessions. | | | | | |
| (34) | I could have done a more effective job if I had tutored a student at a different grade level (that is, an older or younger student than the one I had). | | | | | |
| (35) | The tutoring experience has made the student more interested in <u>reading</u>. | | | | | |
| (36) | The tutoring experience has made the student more interested in <u>school</u>. | | | | | |
| (37) | The tutoring experience has improved the student's <u>attendance record</u>. | | | | | |
| (38) | The tutoring experience has improved the student's <u>behavior</u> | | | | | |
| (39) | The tutoring experience has improved the student's achievement in subjects <u>other than reading</u>. | | | | | |
| (40) | The tutoring experience has made the student feel better about herself/ himself. | | | | | |
| (41) | The RPIE volunteer tutoring program has helped to build better relationships between school and community. | | | | | |
| (42) | The RPIE volunteer tutoring program has had good leadership this year. | | | | | |

Form 17

| | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (43) I am satisfied with the recognition I have received from the school system for my work as a tutor. | | | | | |
| (44) The RPIE volunteer tutoring program for students should be tried again next year. | | | | | |
| (45) The student I tutored needs to have a tutor again next year. | | | | | |
| (46) I would like to serve as a volunteer tutor again next year. | | | | | |
| (47) If I could serve as a tutor again next year, I would like to tutor the same student I tutored this year. | | | | | |

(48) Please describe the ways you have worked this year with the teachers of the student you tutored.

(49) What kinds of help, if any, did you need but not receive from school personnel (teachers, principal, RPIE director, etc.) while you were working as a tutor?

(50) What kinds of reading materials (Laubach materials or other materials) seemed to be most helpful to you in helping the student improve in reading?

(51) In your opinion, what has been the BEST thing about the RPIE volunteer tutoring program?

(52) How could the RPIE volunteer tutoring program be improved?

Card Column
(1-2) Form 19
(3-4) ID _ _

OPINIONAIRE FOR VOLUNTEERS

PLEASE BE HONEST! For each item CIRCLE the number that indicates how you feel.

| | | Yes, Very Much | Yes, Somewhat | Not Much | No, Not At All |
|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 |
| (5) | Do you enjoy listening to young people (children and youth)? | 4 | 3 | 2 | 1 |
| (6) | Do you feel you understand young people? | 4 | 3 | 2 | 1 |
| (7) | Do you have patience when you are around young people? | 4 | 3 | 2 | 1 |
| (8) | Do you enjoy helping someone solve a problem? | 4 | 3 | 2 | 1 |
| (9) | Do you feel capable of helping young people with problems? | 4 | 3 | 2 | 1 |
| (10) | Do you think you would enjoy teaching? | 4 | 3 | 2 | 1 |
| (11) | Do you enjoy assisting a teacher by working with students? | 4 | 3 | 2 | 1 |
| (12) | Do you feel good about having an opportunity to help students learn? | 4 | 3 | 2 | 1 |
| (13) | Do you find it easy to fit into new situations? | 4 | 3 | 2 | 1 |
| (14) | Do you find it easy to listen to other people? | 4 | 3 | 2 | 1 |
| (15) | Do you find it easy to talk with other people? | 4 | 3 | 2 | 1 |
| (16) | Do other people (adults) usually seem to understand what you say to them? | 4 | 3 | 2 | 1 |
| (17) | Do young people usually seem to understand what you say to them? | 4 | 3 | 2 | 1 |
| (18) | Do you find it easy to follow directions given by those in authority? | 4 | 3 | 2 | 1 |

Form 19

| | Yes, Very Much (4) | Yes, Somewhat (3) | Not Much (2) | No, Not At All (1) |
|---|---|---|---|---|
| (19) Do you find it easy to keep appointments on time? | 4 | 3 | 2 | 1 |
| (20) Do you approve of the job the Lenoir City Schools are doing? | 4 | 3 | 2 | 1 |
| (21) Do you approve of the job the teachers in the Lenoir City Schools are doing? | 4 | 3 | 2 | 1 |
| (22) Do you approve of the job the administrators (that is, principals and superintendents) in the Lenoir City Schools are doing? | 4 | 3 | 2 | 1 |
| (23) Do you believe students are learning what they need to learn in the Lenoir City Schools? | 4 | 3 | 2 | 1 |
| (24) In general, do you approve of the behavior of the students in the Lenoir City Schools? | 4 | 3 | 2 | 1 |
| (25) From what you know of the RPIE volunteer tutoring program, do you think the program is effective? | 4 | 3 | 2 | 1 |

Card Column
(1-2) Form 12
(3) Gr _
(4-6) ID _ _ _

Please circle your grade: 4 or 7

STUDENT OPINIONAIRE

Please check (✓) one of the following numbers to show how you feel about the things named below.

5 = Very Good or Excellent
4 = Pretty Good
3 = Not Bad, Not Good (or Not Sure)
2 = Not So Good
1 = Very Bad

EXAMPLE:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Your pet _____ | ✓ | | | | |

(You would put a check in the column under 5 if you feel very good about your pet.)

Please put a CHECK (✓) in the column under the number that best describes your feelings about:

| | Very Good or Excellent 5 | Pretty Good 4 | Not Bad, Not Good 3 | Not So Good 2 | Very Bad 1 |
|---|---|---|---|---|---|
| (7) Your school _____ | | | | | |
| (8) Your classmates this year _____ | | | | | |
| (9) Your teachers this year _____ | | | | | |
| (10) Your parents _____ | | | | | |
| (11) Yourself _____ | | | | | |
| (12) Reading _____ | | | | | |
| (13) The reading tutor you had this year _____ | | | | | |

(14) Do you ever read a book that you don't have to read for school?
(Check (✓) Yes or No) _____ (2) Yes _____ (1) No

(15) What do you like to read about?

Card Column
(1-2) Form 13
(3) Gr
(4-6) ID _ _ _

Please circle your grade: 4 or 7

STUDENT OPINIONAIRE

Please check (✓) one of the following numbers to show how you feel about the things named below.

5 = Very Good or Excellent
4 = Pretty Good
3 = Not Bad, Not Good (or Not Sure)
2 = Not So Good
1 = Very Bad

EXAMPLE:

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Your pet | ✓ | | | | |

(You would put a check in the column under 5 if you feel very good about your pet.)

Please put a CHECK (✓) in the column under the number that best describes your feelings about:

| | | Very Good or Excellent 5 | Pretty Good 4 | Not Bad, Not Good 3 | Not So Good 2 | Very Bad 1 |
|---|---|---|---|---|---|---|
| (7) | Your school | | | | | |
| (8) | Your classmates this year | | | | | |
| (9) | Your teachers this year | | | | | |
| (10) | Your parents | | | | | |
| (11) | Yourself | | | | | |
| (12) | Reading | | | | | |
| (13) | The reading tutors that some of your classmates had this year | | | | | |

(14) Do you ever read a book that you don't have to read for school?
(Check (✓) Yes or No) _____ (2) Yes _____ (1) No

(15) What do you like to read about?

Card Column
(1-2) Form 14
(3) Gr _
(4-6) ID _ _ _

Please circle your grade: 4 or 7

STUDENT OPINIONAIRE

Please check (✓) one of the following numbers to show how you feel about the things named below.

5 = Very Good or Excellent
4 = Pretty Good
3 = Not Bad, Not Good (or Not Sure)
2 = Not So Good
1 = Very Bad

| Example: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Your pet | ✓ | | | | |

(You would put a CHECK in the column under 5 if you feel very good about your pet.)

Please put a CHECK (✓) in the column under the number that best describes your feelings about:

| | Very Good or Excellent 5 | Pretty Good 4 | Not Bad, Not Good 3 | Not So Good 2 | Very Bad 1 |
|---|---|---|---|---|---|
| (7) Your school | | | | | |
| (8) Your classmates this year | | | | | |
| (9) Your teachers this year | | | | | |
| (10) Your parents | | | | | |
| (11) Yourself | | | | | |
| (12) Reading | | | | | |
| (13) The reading tutors that some of your classmates had this year | | | | | |

(14) Do you ever read a book that you don't have to read for school? (Check (✓) Yes or No)

_____ Yes (2) _____ No (1)

(15) What do you like to read about?

Card Column
(1-2) Form 15
(3) Gr _
(4) ID _

Please CIRCLE your grade: 4 or 7

STUDENT ASSESSMENT OF RPIE TUTORING EXPERIENCE

Please read each sentence and decide how you feel about it. Then put a check (✓) in the column that best describes your feeling.

5 = I Strongly Agree
4 = I Agree
3 = I Disagree
2 = I Strongly Disagree
1 = I have no opinion, or I'm not sure how I feel

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (5) | I like to talk to my reading tutor. | | | | | |
| (6) | Most of the time I understand what my tutor says to me about my work. | | | | | |
| (7) | My tutor listens to what I have to say. | | | | | |
| (8) | My tutor does not spend enough time with me. | | | | | |
| (9) | My tutor helps me learn to read better. | | | | | |
| (10) | It is boring to be with my tutor. | | | | | |
| (11) | My tutor makes it fun for me to read. | | | | | |
| (12) | My tutor does not know what to do to help me learn to read. | | | | | |
| (13) | I like to read the books and other materials my tutor brings. | | | | | |
| (14) | I like to do the written lessons my tutor brings. | | | | | |
| (15) | My tutor teaches me things I would not learn in school. | | | | | |
| (16) | My tutor and I have a good place to work together. | | | | | |
| (17) | My tutor makes it more fun for me to be at school. | | | | | |

Form 15

| | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (18) I can read better because I have had a tutor. | | | | | |
| (19) I would have learned more if I had had some other person as my reading tutor. | | | | | |
| (20) My tutor and I often have trouble finishing the work we need to do when we are together. | | | | | |
| (21) I like my tutor. | | | | | |
| (22) Having a tutor makes me feel important. | | | | | |
| (23) When we are together my tutor talks so much about reading skills that I don't have enough time just to read. | | | | | |
| (24) Having a tutor helps me do my other school work better. | | | | | |
| (25) I am reading more books on my own now than I did before I had a tutor. | | | | | |
| (26) My tutor shows me how to use reading skills in my life outside school. | | | | | |
| (27) Having a tutor makes me want to come to school every day. | | | | | |
| (28) I would like to have a reading tutor again next year. | | | | | |
| (29) I would like to have the SAME reading tutor next year that I have this year. | | | | | |
| (30) I would like to have a reading tutor to help me with my reading this summer. | | | | | |

(31) What has been the BEST thing about having a reading tutor?

(32) What suggestions do you have that would help the reading tutors do a better job?

Card Column
(1-2) Form 18
(3) GR _
(4-5) ID _ _

My child who has a tutor is in Grade: 4 or 7
(Please CIRCLE one)

PARENT ASSESSMENT OF READING TUTORING FOR STUDENTS

The following statements will allow you to tell how you feel about your child's experience with the RPIE volunteer tutoring program in reading.

Please place a check (✓) in the column which best describes your feeling about each statement.

Check 5 if you STRONGLY AGREE
Check 4 if you AGREE
Check 3 if you DISAGREE
Check 2 if you STRONGLY DISAGREE
Check 1 if you have NO OPINION or are NOT SURE

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (6) | My child often talks to me about what goes on during the tutoring sessions. | | | | | |
| (7) | My child likes what happens in the tutoring sessions. | | | | | |
| (8) | I understand what goes on during the tutoring sessions. | | | | | |
| (9) | I have talked with my child's teacher(s) about the tutoring sessions. | | | | | |
| (10) | I have talked with my child's tutor about the tutoring sessions. | | | | | |
| (11) | The tutor does not spend enough time with my child to improve reading skills very much. | | | | | |
| (12) | The tutor knows the skills my child needs to work on (the child's special needs) in order to improve his/her reading. | | | | | |
| (13) | The tutor knows what to do to help my child improve her/his reading skills. | | | | | |
| (14) | My child enjoys the reading materials the tutor uses. | | | | | |
| (15) | My child is bored in the tutoring sessions. | | | | | |

Form 18

| | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|
| (16) My child would have made more progress if she/he had had a different tutor. | | | | | |
| (17) My child likes the tutor. | | | | | |
| (18) The tutor spends too much time teaching technical (reading) skills and leaves too little time for my child to practice reading. | | | | | |
| (19) My child has trouble understanding what the tutor says about his/her work. | | | | | |
| (20) The tutoring sessions have helped my child read better. | | | | | |
| (21) The tutoring sessions have helped my child enjoy reading more. | | | | | |
| (22) My child is reading more things that she/he does not have to read for school NOW than she/he did BEFORE tutoring began. | | | | | |
| (23) The tutoring sessions have given my child more interest in school. | | | | | |
| (24) The tutor and my child have trouble finding a good place to work together at the school. | | | | | |
| (25) The tutor shows my child how to use reading skills in life outside the school. | | | | | |
| (26) The tutoring sessions have given my child more interest in reading. | | | | | |
| (27) The tutor teaches my child things she/he would not learn in school. | | | | | |
| (28) The tutoring sessions have made my child want to go to school every day. | | | | | |
| (29) The tutoring sessions have helped my child behave better in school. | | | | | |
| (30) The tutoring sessions have helped my child do better in school subjects other than reading. | | | | | |

Form 18

| | | Strongly Agree 5 | Agree 4 | Disagree 3 | Strongly Disagree 2 | Not Sure 1 |
|---|---|---|---|---|---|---|
| (31) | The tutoring sessions have helped my child feel better about herself/ himself. | | | | | |
| (32) | The RPIE volunteer tutoring program has helped me to become more involved in my child's learning experiences. | | | | | |
| (33) | The RPIE volunteer tutoring program has given me more opportunities to talk with school personnel (teachers, principal, etc.) than I have had before. | | | | | |
| (34) | The RPIE volunteer tutoring program has helped to build better relationships between school and community. | | | | | |
| (35) | The RPIE volunteer tutoring program for students should be tried again next year. | | | | | |
| (36) | My child needs to have a reading tutor again next year. | | | | | |
| (37) | If funding for the RPIE program continues I would like for my child to have a reading tutor again next year. | | | | | |
| (38) | I would like my child to have the SAME reading tutor next year that he/she had this year. | | | | | |
| (39) | If funding for a summer program were available, I would like my child to have a reading tutor during the summer. | | | | | |

(40) Please describe briefly any contacts you have had with your child's reading tutor this year.

Form 18

(41) In your opinion, what has been the BEST thing about the RPIE volunteer tutoring program?

(42) How could the RPIE volunteer tutoring program be improved?

APPENDIX E

The Volunteer

# THE VOLUNTEER

LENOIR CITY SCHOOLS, TENNESSEE VOLUME I NUMBER 3 NOVEMBER 6, 1979

## MEETING MEETING

If possible all tutors need to meet on Monday, November 12, 1979 at 2:00 for about 45 minutes to an hour in the Volunteer Office at the Middle School. We need to discuss general program progress and recording student progress. If you cannot attend please contact us.

## NEW NUMBER 986-2038

The Volunteer Office telephone number has been changed effective Nov. 2, 1979 from 986-9673 to 986-2038. If you call our office you will now be reaching the Lenoir City Middle School secretary, Mary Thompson, who when you ask for our office will connect you. You may leave a message with the Middle School secretary if we are not in our office.

Because there are only two outside lines to the Middle School and the volume of calls early in the morning from about 8:00 to 9:00 and in the afternoon from about 2:45 to 3:30, it would be best if possible to call other than at these times.

If the secretary or someone else is not in the Middle School Office it will be impossible to reach us as the phone will not ring in our office, which is in another part of the building from the Middle School Office. You may, if it is impossible to reach us, call the Superintendent's Office 986-8058 or 986-3821 and have them contact us.

## CHANGE IN STUDENTS TO BE TUTORED

It has been necessary to reduce the number of grades in which tutoring will take place. Tenth grade students will not be tutored this fall as had been planned. Dottie Patrick, Resource Teacher at the high school has, however, taken the training with the tutors and is working with several high school students.

## NEW MATERIALS

New supplemental reading materials have been ordered and received. These materials are in the Volunteer Office and are available to the tutors to borrow for working with their student.

If teachers have suggestions for supplemental reading material or would possible lend material to tutors to use with students please contact Gerald Augustus or Helen McCabe.

## RESOURCE PERSONS

In the near future the Volunteer Office will be contacting teachers about some of the resource persons we have available.

## NEW VOLUNTEERS

If anyone knows of someone who may make a good resource or tutor please let us know.

## VOLUNTEER CONFERENCE

Gerald Augustus will attend the Second Annual Tennessee Volunteer Conference in Chattanooga the 15th and 16th of November. Hopefully some good new ideas will come from this conference.

## NEWS

Volunteer Mrs. Irene Foshee's husband has had a serious heart attack but is recovering.

Volunteer Mrs. Ida Kate Cusick's husband has had an operation and recovering very well.